ED 265 282 AA 001 147

Resources in Education (RIE). Volume 21, Number 6.
Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 86
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 265 283 CE 041 480

ED 265 295 CE 043 171

Mountney, Peter, Ed.; Mageean, Pauline, Ed.
Issues in TAFE.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-384-1
PUB DATE- 85
NOTE- 243p.
AVAILABLE FROM- Thomas Nelson, P.O. Box 4725, Melbourne, Victoria, Australia 3001 (AU$10.95).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Adult Education; Adult Programs; Blue Collar Occupations; Career Development; Career Education; College Programs; Competency Based Education; *Continuing Education; Curriculum Development; Curriculum Evaluation; Disabilities; Dropout Prevention; Educational Media; Education Work Relationship; Evaluation Methods; Extension Education; Foreign Countries; Postsecondary Education; Skilled Occupations; Staff Development; *Technical Education; *Vocational Education
IDENTIFIERS- *Australia

TAFE (Technical and Further Education) is a multifaceted educational organization in Australia and few people in it, and even fewer outside, know about all its aspects outside their own areas of interest and expertise. This book provides information about some current aspects of TAFE, intended to give a broad perspective on 12 different issues. The following papers are included in the book: "The Influence of the Kangan Philosophy on Australian TAFE," by Leslie Claydon; "Attrition and Retention in TAFE," by Joy Cumming and Peter Mountney; "External Studies in TAFE," by Roy Farren; "A Review of Competency-Based Occupational Education," by Roger Harris and Robyn Schutte; "Educational Media in TAFE," by Brian Kenworthy; "Career Paths of Tradespersons," by Lucio Krbavac; "Curriculum Development in TAFE Trade Courses," by David Laird; "Curriculum Evaluation in TAFE," by David Mitchell; "TAFE Staff Development," by David Snewin; "Options for the

Money Payments: Coping with Cheques. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-01-8
PUB DATE- 84
NOTE- 23p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Banking; Behavioral Objectives; *Business Education; *Career Education; Competency Based Education; Core Curriculum; Foreign Countries; Job Skills; Learning Activities; Learning Modules; Money Management; On the Job Training; Postsecondary Education; Records (Forms); Training Allowances; Vocational Adjustment; *Work Experience Programs
IDENTIFIERS- *Checking Accounts; England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students deal with the paychecks they will receive from their employers and understand the various processes through which a check passes from the time it is written through the time when it is returned, cancelled, to the person who wrote it. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 324 CE 043 261

pH Testing. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-16-6
PUB DATE- 84
NOTE- 23p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; Farm Occupations; Fertilizers; Foreign Countries; Job Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); *Soil Science; *Work Experience Programs
IDENTIFIERS- England; *pH Calculation

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students how to sample and analyze soil to determine its pH value. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

ED 265 325 CE 043 262

ED 265 340 CE 043 277

Design. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-45-X
PUB DATE- 84
NOTE- 22p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; *Design; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Manufacturing; *Manufacturing Industry; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand the importance of industrial designers and the stages of the industrial design process. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

ED 265 341 CE 043 278

ED 265 355 CE 043 311

Turboprop Propulsion Mechanic.
Chanute AFB Technical Training Center, Ill.

REPORT NO.- C3ABR42633
PUB DATE- 3 Apr 84
NOTE- 657p.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aviation Mechanics; Aviation Vocabulary; Behavioral Objectives; Correspondence Study; Distance Education; Electronic Equipment; *Engines; *Equipment Maintenance; Equipment Utilization; Glossaries; Hydraulics; Learning Activities; Lesson Plans; Measurement Equipment; *Mechanics (Process); Military Personnel; Military Training; Postsecondary Education; *Power Technology; Safety; Safety Equipment; *Technical Education
IDENTIFIERS- Air Force; *Turboprop Engines

This instructional package consists of a plan of instruction, glossary, and student handouts and exercises for use in training Air Force personnel to become turboprop propulsion mechanics. Addressed in the individual lessons of the course are the following: common hand tools, hardware, measuring devices, and safety wiring; aircraft and engine fundamentals; maintenance management; engine preservation and storage; safety devices; mechanical hand tools; fuel systems; temperature data systems; engine starter and ignition systems; multimeters; electrical safety; engine repair and testing; technical publications; and propeller rigging and adjustments. The lesson plans included in the plan of instruction include a presentation outline, suggested times for covering individual topics, student materials and audiovisual aids required for the lesson, suggested instructional methods, and instructional guidelines. The student-use portion of the package includes programmed instructional texts, study guides, handouts, and exercises. (MN)

ED 265 371 CE 043 346

Meyer, Calvin F.; Benson, Robert T.
V-TECS Guide for Electronics Mechanic.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 85
NOTE- 303p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; *Course Content; *Course Organization; Curriculum Guides; Educational Resources; *Electric Circuits; *Electronics; Equipment; Evaluation Methods; Hand Tools; Learning Activities; *Mechanics (Process); Postsecondary Education; State Standards; *Technical Education; Test Items; Vocational Education

This document is a curriculum guide for a course for electronics mechanics for use in vocational-technical education. The course outline includes the following units: adjusting/aligning/calibrating electronic circuitry, replacing components, maintaining electronic devices, designing equipment and circuitry, performing environmental tests, and administering personnel. Each unit contains a performance objective with a task, conditions, standard, and source for standard; a performance guide; enabling objectives; learning activities; resources; evaluation/questions and answers; practical applications; methods of evaluation; and checklists for performance objectives. Extensive appendixes to the guide contain cross-reference tables of duties, tasks, and performance objectives; definitions of terms; tools and equipment lists; sources for standards; a reference list of state-of-the-art literature; a bibliography; and written evaluation questions and answers. (KC)

ED 265 385 CE 043 391

Hollenback, Kathryn
Education and Employment. A Handbook to Promote Sex Equity.
Pueblo Community Coll., CO.
PUB DATE- Aug 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Attitudes; Attitude Change; Change Strategies; Educational Attitudes; *Females; Feminism; *Individual Needs; *Nontraditional Occupations; Questionnaires; Secondary Education; Self Evaluation (Individuals); Sex Bias; *Sex Fairness; Sex Stereotypes; Student Needs; *Student Recruitment; Teacher Attitudes; *Vocational Education

This handbook is intended to help instructors and administrators increase enrollments of females in nontraditional vocational training programs and thereby foster sex equity in society. Information is provided that is designed to address the following objectives: increasing nontraditional enrollment, facilitating positive educational experiences for women, and understanding the unique situation of women choosing nontraditional training. The first section includes a brief history of feminism in the United States, a rationale for increasing nontraditional enrollment and student recruitment efforts, and a self-scored gender communications quotient inventory for teachers and administrators. The next three sections contain quizzes dealing with work and the family, female labor force participation, and women and education along with information disproving many stereotypes. The final section consists of fact sheets covering such topics as recruitment strategies and supportive services needed by women in nontraditional vocational programs. (MN)

ED 265 399　　　　　　　　　　CE 043 414

Berkey, Arthur; Sutphin, Dean

A Guide for Meeting Credit and Sequence Requirements in the New York Regents' Action Plan through Supervised Occupational Experience Programs. Bridging the Gap between School and the Workplace.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
PUB DATE- Jun 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agricultural Education; Guidelines; Program Development; *Program Evaluation; *Program Implementation; *Program Improvement; Secondary Education; *Supervised Farm Practice; Vocational Education

This document serves as a guide for establishing new supervised occupational experience (SOE) programs in agriculture and/or updating/improving existing SOE programs. It is designed for use by administrators, guidance counselors, agricultural teachers, advisory committee members, and others who have an interest in or responsibility for the school curriculum. Section I lists the major steps (activities) for establishing/improving existing programs. Individuals and/or groups needed to carry out the activities are suggested. Section II provides guidelines for conducting high quality SOE in agriculture and suggested strategies for implementing these guidelines. The 11 areas for which guidelines and strategies are provided include definition, purposes, types of SOE, clientele, administrative support and policies, supervision/coordination/placement, relationship to in-class instruction and Future Farmers of America, legal requirements, evaluation, and options for using SOE as part of an agricultural sequence in New York State. Some adaptation is anticipated to meet individual school situations. Section III contains supplemental materials, including a teacher calendar of key SOE activities and a glossary of terms. (YLB)

ED 265 413 CE 043 460

Isaacson, Barbara; Miller, Gail
Bridges to Successful Reading (Reading Skills Lessons for Transitioning LEP Students) and Final Report.
Oakton Community Coll., Des Plaines, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Adult and Continuing Education Section.
PUB DATE- 85
NOTE- 123p.; Demonstration project conducted under the Federal Adult Education Act (Public Law 95-561) by MONNACEP (Maine-Oakton-Niles-Northfield Adult and Continuing Education).
AVAILABLE FROM- Curriculum Publications Clearinghouse, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; *English (Second Language); Learning Activities; *Limited English Speaking; Reading Comprehension; Reading Instruction; *Reading Skills; Tests; Transitional Programs; Units of Study
IDENTIFIERS- Public Law 95 561

These instructional units are intended to help limited English proficient students establish the solid foundation of reading skills that will enable them to make a transition from English as a Second Language programs to General Educational Development or community college classes. An introduction and information on use of the lessons discuss the types of activities included in the units. The six units cover scanning for information, understanding the meaning from context, finding the main idea, making inferences, understanding how ideas are organized, and putting it all together. Each unit includes these types of activities: "to do on your own" (additional practice applying the particular skill), and "test your skill" (these sections to be detached and administered as a test). The interactive method uses a learning-by-doing approach, breaks skills down into manageable steps so students can learn strategies for attacking reading comprehension problems, and involves a

ED 265 426 CG 018 748

Felsman, J. Kirk; And Others
Selected Bibliography on Indochinese Refugees: Children and Adolescents. Amerasian Project, Bibliography #1.
Dartmouth Coll., Hanover, N.H. Dept. of Psychiatry.
PUB DATE- Dec 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; *Asian Americans; Cambodians; *Children; *Indochinese; *Refugees; Vietnamese People

This is a selected bibliography on child and adolescent refugees of Indochinese from the American project at Dartmouth Medical School. Very little literature exists on child or adolescent refugees of any nationality and virtually no prospective, longitudinal studies are available. No firm conclusions about the development and adaptation of these children can be made because the few studies that are available are characterized by major methodological flaws and focus on short-term adjustment. This literature search is drawn from Psychological Abstracts, Sociological Abstracts, Public Affairs Information Service, Magazine Index, National Newspaper Index, ERIC, and Medline. It covers the years 1970-1985 with increased citations after the 1975 influx of refugees. Personal contacts with experts in Southeast Asia were used in developing this bibliography. It is arranged by primary and secondary sources; within each group the citations are listed in alphabetical order by the author's name. The citations are relatively brief; documents found in ERIC contain only the author, title, and ED number. This bibliography is targeted for clinicians, resettlement professionals, and researchers involved with Indochinese refugee children's adaptation to life in the United States. (ABL)

ED 265 440 CG 018 764

Heflinger, Craig Anne; Dokecki, Paul R.
The Use of Mental Health Standards in Child and Adolescent Programs:
What Factors Influence Policy Development and Implementation?
PUB DATE- 23 Aug 85
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Community Services; *Economics; *Mental Health Programs; *Policy Formation; *Political Influences; Program Evaluation; Psychological Needs; Public Policy; Qualitative Research; *State Agencies

Mental health services are often unavailable, inaccessible, or inappropriate for the children and families who need them. In order to implement a more effective system of mental health services to children and adolescents, an adequate system of care must be defined and described, and a policy mandate to implement such a system must be developed. As part of a continuing program of research on mental health policy for children and adolescents, a study in one state was conducted which involved: (1) a survey of all community mental health centers; (2) a compilation of data from the state's management information system; and (3) in-depth interviews with stakeholders in the mental health system. Key figures (N=49) in the development of the state's mental health system over the last 30 years and 18 additional current stakeholders in the state's mental health system were interviewed within a qualitative research framework. The interview data showed that the major factors influencing policy development and implementation were economic and political, not scientific and professional as traditional viewpoints might suggest. These results support the view that the traditional treatment-oriented and positivist-empiricist approach is inadequate for studying, understanding, or influencing mental health policy. Needed is a focus on the economics and politics of the policy implementation process, including value considerations (in addition to traditional

ED 265 453 CG 018 777

The Community Options Program: An Evaluation of Early Implementation Experience.

Wisconsin State Dept. of Health and Social Services, Madison.

PUB DATE- Jan 83
NOTE- 300p.; For related document, see CG 018 778. The use of colored paper for the appendices may affect their legibility.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Programs; *Community Services; *Deinstitutionalization (of Disabled); *Delivery Systems; Disabilities; Institutionalized Persons; Nursing Homes; Older Adults; Program Evaluation; *Program Implementation
IDENTIFIERS- *Community Options Program; Long Term Care; Wisconsin

This document contains a preliminary report on the implementation of Wisconsin's Community Options Program (COP), a program designed both to divert persons from entering nursing homes and to deinstitutionalize current nursing home residents who can be effectively served by community-based alternatives. The introduction of this report provides a description of the program and information on the eight counties which are operating programs, funding, and methods used to prepare the report. Part I of this report focuses on the policies and procedures developed in each of the volunteer counties and on county staff and community representatives' opinions regarding program operations. Information on program context, operations, indirect effects, and agency assessment of initial implementation is presented for each county individually. The section concludes with a summary of programs in the eight counties. Part II evaluates COP county efforts to target program services to the type of clients described in the legislation and guidelines for the program, and describes the type, amount, and cost of services provided to clients in the initial months of program operation. Also presented are findings from two client telephone surveys conducted to determine why some clients preferred nursing home care to community services and to assess client satisfaction with COP assessments and community services. Part III contains conclusions and recommendations focusing on

ED 265 467 CG 018 791

Meyer, Genevieve Rogge
Strategies for Coping with Stress and Chronic Pain.
PUB DATE- 23 Aug 85
NOTE- 11p.; Paper presented as part of the symposium "New Directions for Treating the Elderly" at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Coping; *Group Counseling; Helping Relationship; *Older Adults; Physical Health; *Stress Management; Stress Variables; Well Being; *Workshops
IDENTIFIERS- *Pain Control

This guide presents strategies used in Pain Management and Stress Reduction workshops for helping the elderly cope with stress and chronic pain. Client evaluations of the workshops are given along with an analysis of the clients' presenting problems. Coping strategies described include: the relaxation response, imagery, daily logs, journal techniques, cognitive group discussion of dysfunctional thinking, values clarification, hugging, groupwork, and setting personally meaningful goals and putting them into action. Applications and analysis of the relaxation response are detailed most thoroughly. Appendices include three handouts: (1) suggested readings for pain management workshops; (2) step-by-step instructions for performing the relaxation response; and (3) pain management workshop topics and assignments. (ABB)

ED 265 468 CG 018 792

Cataract Surgery: Fraud, Waste, and Abuse. A Report by the Chairman

ED 265 482 CG 018 806

Page, Stewart
On Gender Roles and Perception of Maladjustment.
PUB DATE- Aug 85
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Androgyny; Attitudes; *Congruence (Psychology); *Counselor Attitudes; Foreign Countries; *Psychologists; Sex Bias; *Sex Differences; Sex Fairness; Sex Role; *Sex Stereotypes
IDENTIFIERS- Canada

This document discusses and reviews the research on the issue of in females and males. A 1970 study by Broverman, Broverman, Clarkson, Rosenkrantz, and Vogel found that both male and female clinicians ascribed more positive characteristics to males and fewer desirable traits to females. Research disagreeing with this position and failing to replicate the study is cited. Other research showing that clinicians tended to reject female patients who exhibited masculine traits such as assertiveness is cited as support for Broverman. Two theories, the labeling theory, and the higher male social status theory which account for possible bias are discussed. Several studies relating disorders to male and female gender type expectations are reviewed. It is concluded that females are judged as maladjusted when exhibiting gender role incongruent behavior. The issue of an androgyny concept to counteract sex stereotyping is also reviewed. A reference list is included. (ABL)

ED 265 483 CG 018 807

ED 265 496 CS 008 255

Clary, Joan; Mahaffy, John
The Cognitive Domain: The Last Frontier. Final Report of the Regional Study Award Project.
Northwest Regional Educational Lab., Portland, OR. Center for Professional Development.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 14p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *Critical Thinking; Educational Philosophy; *Learning Processes; *Learning Theories; Models; *Reading Programs; *Reading Skills; Teaching Methods

The theoretical foundations of thinking skills models differ. One category of thinking skills programs uses the cognitive process approach on the premise that thinking abilities depend upon certain fundamental processes. Thinking skills programs that present a strategic approach to thinking are called heuristics-oriented programs, and focus on an intellectual route to problem solving. The Piagetian approach groups thinking skills in a developmental scheme. In another perspective of thinking skills, it is believed unlikely that one's language competence can be enhanced without a corresponding improvement in one's ability to think and vice versa. In yet another category, thinking with its identified subskills should be taught as a subject in itself. Closely related to the teaching of thinking skills is the "thinking about thinking" model called metacognition. Researchers are suggesting that examining how one thinks will increase and strengthen thinking skills. Published programs and approaches to the teaching of thinking skills include (1) Taxonomy of Educational Objectives, (2) the CORT Thinking Program, and (3) Feurestein Instructional Enrichment. Background, content and materials, and intended audience for each program are described. (HOD)

ED 265 510 CS 008 282

Kirsch, Irwin; Guthrie, John

Prose Comprehension and Text Search as a Function of Reading Volume. Reading Competencies and Practices. Technical Report #3.

International Reading Association, Newark, Del.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Aug 82
NOTE- 52p.
CONTRACT- MDA-90381C-0446
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Cognitive Processes; Ethnography; Individual Needs; *Information Sources; Job Skills; Literacy; *Reading Ability; *Reading Comprehension; Reading Instruction; Reading Interests; Reading Materials; *Reading Processes; *Reading Research; Reading Strategies
IDENTIFIERS- Job Literacy; *Reading Uses

Psychometric and ethnographic frameworks were used to explore the relationships among adults' uses for reading and their demonstrated competencies with related domains of tasks. Information regarding frequently occurring reading tasks was gathered from 42 adults in both work and leisure settings by means of questionnaires, interviews, and observations. Based on these data, two types of reading--text search and prose comprehension--were proposed. A two-stage information processing model for text search was developed and contrasted with a general model of reading. The subjects then undertook 38 reading tasks corresponding to prose comprehension and text search and completed measures of reading performance and reading volume. Results showed that text search and prose comprehension were uncorrelated, and that the amount of time adults spent engaged in each type of reading significantly predicted their performance in these domains. The findings support the view that people can and do acquire competencies to meet their occupational and personal reading needs. As such, the findings are consistent with other ethnographic research, which emphasizes the importance of studying reading and literacy as a system of culturally organized skills and values that are acquired in

ED 265 524 CS 008 304

Idol-Maestas, Lorna; Croll, Valerie J.
The Effects of Training in Story Mapping Procedures on the Reading Comprehension of Poor Readers. Technical Report No. 352.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 45p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Elementary Education; Intermediate Grades; *Learning Disabilities; *Listening Comprehension; *Reading Comprehension; *Reading Research; Retention (Psychology); *Schemata (Cognition)
IDENTIFIERS- *Story Mapping

To determine whether story mapping would improve reading comprehension, five intermediate grade students with mild learning handicaps and poor comprehension were prepared to use story mapping procedures as a schema-building technique. As they were reading, students learned to identify the setting, problem, goal, action, and outcome of narrative stories. The primary dependent measure was a set of responses to ten explicit and implicit comprehension questions. Secondary dependent measures were length of story retell, a comparison of story retell responses to comprehension question responses, standardized reading tests, generalization probes, and listening comprehension. Results showed performance of all five students improved on most of the dependent measures. Four students demonstrated increased ability to answer comprehension questions, maintained performance after intervention, and increased tendency to mention story mapping components in their story retells. The remaining, and much slower, student improved marginally on most measures, despite the fact that his slow progress did not enable him to complete a maintenance phase. Three students' performance also improved on comprehension of more difficult classroom reading materials. Five pages of references, and tables and graphs are appended. (Author/HOD)

ED 265 539 CS 209 484

Duvall, Betty
Evaluating the Difficulty of Cursive, Manuscript, Italic and
D'Nealian Handwriting.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cursive Writing; *Handwriting; *Manuscript Writing (Handlettering); Teaching Methods; *Writing Evaluation; Writing Instruction; *Writing Research; Writing Skills
IDENTIFIERS- *D Nealian Manuscript; *Italic (Handwriting)

A study was conducted to establish a process for evaluating the difficulty of different handwritten letter forms. A criterion for calculating difficulty scores was delineated and four sets of letter forms were evaluated: manuscript, cursive, italic, and D'Nealian. Using the criterion, small letters were given a score of difficulty, the sum of which determined the difficulty of a style of handwriting. Maturation and move scores were calculated to determine the hand movement difficulty; beginning and estimation scores were calculated to determine the visual memory difficulty; and retrace and touch scores were calculated to determine the control of movement difficulty. The results indicated that cursive had high maturation and hand movement difficulty scores, indicating that cursive was the most difficult style to write and that it may not be a suitable style for beginning writers. The high visual memory score of manuscript suggests that students with poor visual memory would find it difficult to use. D'Nealian, although not as difficult as cursive, was slightly more difficult than manuscript. The scores for italic writing indicated that it was the least difficult to write, and offers the best alternative to manuscript with a transition to cursive. The change from italic print to an italic cursive writing is the natural joining of the same letter forms as speed increases. (HTH)

ED 265 553 CS 209 530

Freedman, Sarah Warshauer, Ed.
The Acquisition of Written Language: Response and Revision. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.

REPORT NO.- ISBN-0-89391-227-1
PUB DATE- 85
NOTE- 294p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($39.50 hardcover--ISBN-0-89391-227-1; $24.95 softcover--ISBN-0-89391-324-3).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary Education; English (Second Language); *Language Acquisition; *Revision (Written Composition); Teacher Response; Teaching Methods; Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Research; *Written Language
IDENTIFIERS- Speaking Writing Relationship

Viewing writing as both a form of language learning and an intellectual skill, this book presents essays on how writers acquire trusted inner voices and the roles schools and teachers can play in helping student writers in the learning process. The essays in the book focus on one of three topics: the language of instruction and how response and revision are accomplished in educational settings; the use of computers for response to and revision of writing; and theories of and research on revision. The essays and their authors are as follows: (1) "'Intelligent Writing' in an Audience Community: Teacher, Students, and Research" (Shirley Brice Heath and Amanda Branscombe); (2) "The Teacher as Respondent to the High School Writer" (Saundra Dunn, Susan Florio-Ruane and Christopher M. Clark); (3) "Spontaneous Repairs in Sharing Time Narratives: The Intersection of Metalinguistic Awareness, Speech Event, and Narrative Style" (Courtney B. Cazden, Sarah Michaels, and Patton Tabors); (4) "Helping Children Learn to Write in English as a Second Language" (Paul Ammon); (5) "The Language of Writing Groups: How Oral Response Shapes Revision" (Anne Ruggles Gere and Ralph S. Stevens); (6) "Written Language Acquisition: The Role of

ED 265 567 CS 209 549

Reed, Arthea, Ed.
The ALAN Review. Winter 1986.
Assembly on Literature for Adolescents, Athens, GA.
PUB DATE- 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Authors; Censorship; Fiction; Instructional Materials; Jews; *Literature Appreciation; Novels; Reading Material Selection; Secondary Education; Sex Role; Textbooks
IDENTIFIERS- Bridgers (Sue Ellen); Majors (Kevin)

Intended for junior or senior high school English teachers, articles and features in this journal issue focus on young adult literature and the adolescent audience. The first article, Kevin Major's "The Truth about My Fictitious Friends," describes the genesis of the author's fiction writing for the Newfoundland audience, and is followed by a biography and review of Major's books by Judith Bugniazet. The second article, "Professional Riches: The Textbooks are Here" by W. Geiger Ellis, discusses three books on literature by Alleen Pace Nilsen and Kenneth L. Donelson, Robert E. Probst, and Arthea J. S. Reed. The fourth article, "World War II and Its Relevance to Today's Adolescents" by Kathleen Dale Colarusso, reviews four stories of the Nazi Holocaust and how they can show today's adolescents that everyone contributes to problems and solutions through action and inaction, while the fifth article, "Telling the Tale" by Wilbur C. Ward, discusses books dealing with the broader history of the Jews. In "The Young Adult Novel: Looking down the Road," John S. Simmons suggests that classic works of literature may be easier to defend in light of increasing censorship than young adult works, and in the seventh article, Christy Hammer discusses using "Rachel's Legacy" by Hila Coleman and other works to heighten awareness of sex roles. The next two articles are by Sue Ellen Bridgers; the first is her acceptance speech for the ALAN Award, and the second a discussion of her

ED 265 581 CS 505 156

Ambler, Bob; Elkins, Mike
An Examination of the Relationship between Irrational Beliefs and Communication Apprehension.
PUB DATE- 10 Nov 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; *Communication Research; Comparative Analysis; Females; Higher Education; Males; Public Speaking; Self Esteem; Sex Differences; *Speech Communication; Student Attitudes
IDENTIFIERS- *Irrational Beliefs

A study of the relationship between irrational beliefs and communication apprehension (CA) sought to determine (1) if CA is related to a person's irrational beliefs as defined in research by Ellis; (2) to which, if any, of the CA contexts (group, meeting, dyadic, or public speaking) the irrational beliefs are most related; and (3) whether the association between CA and irrational beliefs is different for males and females. Subjects, 29 males and 38 females from three speech communication classes, completed the Irrational Beliefs Tests (IBT) and the Personal Report of Communication Apprehension (PRCA). The results of analyses indicated that totally irrational beliefs and six of the ten subtests were significantly related to CA: demand for self approval, high self-expectations, frustration reactivity, anxious overconcern, problem avoidance, and dependency. Three of the IBT subtests were significantly related to CA for the males: frustration reactivity, anxious overconcern, and problem avoidance, while four were significantly related to females: demand for approval, high self-expectations, anxious overconcern, and dependency. The results provide support for the link between irrational beliefs and CA, but offer none for the notion that irrational beliefs are more strongly associated with other dimensions of CA than public speaking, and little clear support for the hypothesis that the irrational beliefs associated with CA are

ED 265 597 CS 505 183

Yowell, Bob
Improvisational Drama in the Classroom (K-5).
PUB DATE- Jun 85
NOTE- 18p.; Paper presented at the Conference of the Association for Childhood Education International (San Antonio, TX, June 18-22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Creativity; *Dramatic Play; Elementary Education; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Improvisation

Improvisation can show teachers ways to use the senses to make ideas, emotions, or any academic lesson stick with a child. By using improvisational techniques, the teacher asks the student to play--to be active and to discover. For example, there are games to help the child to concentrate, verbalize, touch and make contact with other children, and show their understanding of abstract ideas. Games to help children get accustomed to improvisational teaching include the mirror game, tug-of-war, and demonstrating through physical action places, characters, and events. Suggestions for getting started include asking children what they might like to improvise, and participating in improvisational games. Teachers might present plots from children's literature or fables for improvisation, or a newspaper or magazine article. Teaching techniques that will help while conducting improvisation include teaching in role, asking good questions, and encouraging students to become involved in the search for understanding. Improvisation guarantees to encourage students to take risks and to become individuals, rather than relying completely upon the teacher. It can also be used for academic work in other classes as well, to show the importance of listening and to create energy and excitement for the classroom. (HTH)

ED 265 613 EA 018 082

Peach, Larry E.; Reddick, Thomas L.

A State-Wide Study of Financial Issues Affecting Tennessee Public Schools.

PUB DATE- Feb 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Virginia Beach, VA, February 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; County Officials; *Educational Attitudes; *Educational Finance; Elementary Secondary Education; Principals; Public Education; Questionnaires; Resource Allocation; *School Funds; *School Taxes; Superintendents; Teacher Attitudes
IDENTIFIERS- Board of Education Members; *Tennessee

A sample of teachers, principals, supervisors, superintendents, school board members, and county commissioners across Tennessee responded to questionnaires concerning funding patterns and revenue sources for public education. Except for the commissioners, who are the funding agents for school systems in Tennessee and are responsible for setting tax rates, all groups were dissatisfied with present funding levels for education. The respondents supported raising funds through parimutuel betting, and through alcohol and tobacco products, retail sales, and severance taxes. General support was indicated for increasing funding of basic skills instruction and teacher salaries (indexed to the cost of living), providing programs for the gifted and talented, and reducing teacher-pupil ratios. Reactions were mixed regarding expending monies for athletics, bands, extracurricular activities, and the elimination of the need for school fund-raising activities. The respondents also split over support for income taxes and for legislation allowing local school boards to set school tax rates. (PGD)

ED 265 627 EA 018 111

Erickson, Kenneth A.; Keirnes, Barbara
Former Members Tell...Why They Left the School Board.
Oregon School Study Council, Eugene.
PUB DATE- Dec 78
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Attitudes; Board Administrator Relationship; *Board of Education Role; *Boards of Education; Government School Relationship; Meetings; *Participant Satisfaction; Questionnaires; School Districts
IDENTIFIERS- *Board of Education Members; Oregon; Resignation (Job)

Over 100 former board of education members from Oregon completed a questionnaire originally prepared by the "American School Board Journal" for the purpose of investigating why school board members leave their positions. This document presents the full results of the Oregon survey and also provides a summary of the findings and an analysis of their implications for school administration. The survey revealed that the most frequently cited reasons behind members' resignations were that being on the board took too much time, working with federal government agencies was too difficult, and the member no longer had children in school. Over 50 percent indicated they'd consider serving again. The members were most satisfied with their contributions to improvements in personnel practices, educational programs, and facilities. Nine of 10 supported the concept of local lay control of public education. Other responses to the questionnaire provided information on the characteristics of the members, their districts, and their campaigns for office. The implications drawn from analysis of the findings consist primarily of specific actions that school boards and school administrators can take to eliminate unnecessary effort on the part of board members and to enhance the board's ability to focus on significant concerns. (PGD)

ED 265 642 EA 018 131

Neppl, Roger E.
Colorado and Excellence in Education.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Collection; *Educational Assessment; Educational Planning; Educational Quality; Elementary Secondary Education; State Departments of Education; State Programs
IDENTIFIERS- Colorado; Excellence in Education

The Colorado Department of Education undertook the establishment of an educational quality database that would contain the information necessary for measuring the effects of various efforts at educational improvement. Five major planning concerns had to be resolved before the database itself could be established. First, it was determined that methods were needed for monitoring student achievement and educational quality, for analyzing the effects of past reform efforts, and for projecting future needs and trends. Second, five levels of policy decision-making were identified: school, district, state, national, and international. Decisions at each level are affected by indicators of educational quality and by recognition of factors that influence educational quality. Third, a review of data currently being collected will permit streamlining present data collection processes and increasing the usefulness of the data gathered. Fourth, an adequate system for informing the public of assessment results and plans for change can be developed using printed reports, news conferences, and personal presentations. Fifth, the database development effort itself can provide benefits before the database is completed and in use. Information gathered in the process can inform the public and be used to support changes in policy, regulations, and legislation. An outline of Colorado's educational quality indicators and a summary of the state's Educational Quality Act of 1985 are appended. (PGD)

ED 265 656 EA 018 163

Not Just Punishment: Discipline in Schools That Work. A Handbook for Chicago Parents = No Solamente Castigo: Disciplina en Escuelas Efectivas. Un Folleto para los Padres de Chicago.

Alternative School Network, Chicago, Ill.; Designs for Change, Chicago, Ill.

SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 84
NOTE- 112p.
GRANT- 81-JS-AX-0035
LANGUAGE- English; Spanish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Behavior Problems; *Discipline; *Discipline Policy; Elementary Secondary Education; Legal Responsibility; Multilingual Materials; *Parent Participation; Parent School Relationship; Program Evaluation; Punishment; Sanctions; *School Policy; Student Rights; Suspension
IDENTIFIERS- Chicago Public Schools IL; Dual Language Text

This bilingual handbook, in English and Spanish on facing pages, is intended to provide general information to Chicago (Illinois) public school parents about school discipline. After two brief introductory chapters that set forth the scope of the issue, the third chapter provides the following general guidelines for discipline programs in effective schools: establish high expectations for student behavior; develop clear rules; apply the rules consistently; praise as well as punish; don't disrupt learning; suspend only as a last resort; don't let students be anonymous; and plan to avoid future misbehavior. The fourth chapter addresses legal codes and issues pertaining to discipline in the Chicago Public Schools. The fifth chapter is a discussion of alternatives for school discipline programs, while the sixth chapter provides advice and precautions for evaluating a school's discipline program. The final chapter, "Take Action," sets forth general principles and tactics to follow in bringing about needed changes in school discipline. Two appendixes are included: (1) an

ED 265 671 EA 018 216

Tennessee Dissemination Capacity Building Project. Final Report.
Tennessee State Dept. of Education, Nashville. Career Ladder Div.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 1 Nov 85
NOTE- 69p.; Some appendices contain small print.
GRANT- NIE-G-78-0199
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Grants; *Information Dissemination; *Information Networks; *Information Services; Information Systems; Information Utilization; Linking Agents; Program Administration; *Program Effectiveness; Program Evaluation; Program Implementation; Reference Services; *State Departments of Education; State Programs
IDENTIFIERS- National Institute of Education; Tennessee; Tennessee Career Ladder Program; Tennessee State Department of Education

The purpose of the Tennessee Dissemination Capacity Building Project was to build an information acquisition, retrieval, and referral system. This system, known as Project Support, provided information models in order to foster a capacity for a comprehensive State Department of Education dissemination system. The dissemination system provided information to local school system personnel and department personnel in a usable format and within a time frame necessary for responding to immediate needs. The activities of the project and department have focused on providing technical assistance to practitioners in the use of information. The project has also used the teacher centers in the state as linkers. An advisory committee was also established to provide assistance in the implementation of the project. After an introductory overview of these activities, a detailed comparison is provided of dissemination activities in Tennessee before 1978 and at the conclusion of the grant. This is followed by a discussion of the institutionalization of dissemination activities, the approach to equity issues, and the effects of the project. Findings and recommendations derived from the dissemination project are then enumerated and discussed. A bibliography is included, and supporting materials are appended, along with a description of

Yoon-Tai, Kim; Chung-il, Yun

Manpower Projection and Strategies 1979-'91.

Korean Educational Development Inst., Seoul.

SPONS. AGENCY- Ministry of Science and Technology, Seoul (South Korea).
PUB DATE- 84
NOTE- 265p.
AVAILABLE FROM- Min Jok Mun Hwa Mun-Go Co., Ltd., 121-245 Dang San-Dong, Young Deung Po-gu, Seoul, Korea 150 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Career Education; *Economic Development; *Employment Projections; Foreign Countries; *Labor Force Development; Labor Market; *Labor Needs; *Labor Supply; Models; Technical Education; Vocational Education
IDENTIFIERS- *South Korea

This report presents information on a study to project labor force demand in Korea against the existent capacity of supply and to explore corrective measures to ensure balance between demand and supply. Chapter I describes the background and goals of the study. Chapter II examines human resource developmentt of Korea in the period 1961-1979 with special attention to the relationship between labor force structure and economic growth. Analysis is made of total population, economically active population, school population, the current system of vocational training, and employment trends by industry, occupation, and education level. Chapter III describes models for the projection of demand for and supply of labor and presents statistical data projected by these models by industry and by occupation. Chapter IV examines the sources of labor supply in relation to projected demand and additional requirements in a long-term perspective. Chapter V explains the gap between supply and demand and concludes by suggesting three strategies for labor force development: qualitative development of higher education, strengthening of technical education and vocational training, and improvement of the labor force development system. Sixty-six data tables and 12 diagrams are provided. Projected data related to demand and supply in all occupations are appended. (YLB)

Evaluation of TAFE Colleges," by Peter Thomson; "Access to TAFE for Disabled Persons," by Elaine Walker; and "The TAFE Transition Program," by Greg Woodburne. (KC)

ED 265 296 CE 043 173

Davis, Denis
Education and Worker Co-operatives. Some Perspectives of the Australian TAFE Connection.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-376-0
PUB DATE- 85
NOTE- 29p.
AVAILABLE FROM- Thomas Nelson, P.O. Box 4725, Melbourne, Victoria, Australia 3001 (AU$6.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Cooperative Programs; *Cooperatives; Economic Opportunities; *Educational Needs; Educational Practices; Extension Education; Foreign Countries; Industrial Structure; *Labor Education; Laborers; Labor Needs; Postsecondary Education; *Technical Education
IDENTIFIERS- *Australia

The workers' cooperative movement has grown in many countries of Europe, where it is often state-sanctioned and supported. In Australia, however, the movement is just beginning. The government organization of what are called cooperative development programs is the dominant new feature on the Australian worker cooperative scene. However, funding is only marginal. Cooperative development programs are not worker cooperatives either, and their origins in Australia from state government initiatives are a long way from the origins at grassroots level that idealists concerning worker cooperation would possibly have preferred. Nevertheless, the programs are facilitators for worker cooperatives. The structure of Australian cooperatives and related development programs varies by state. Cooperative movements place great importance on education. In Australia, this principle needs to be pursued vigorously if cooperation is to become established successfully. Since the cooperatives now operating in Australia are too small to operate their own educational systems, they must rely on systems already in place, such as TAFE (Technical and Further Education). The

ED 265 310 CE 043 247

Sales Accounts File. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-02-6
PUB DATE- 84
NOTE- 22p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accounting; Behavioral Objectives; *Bookkeeping; *Career Education; Clerical Occupations; Competency Based Education; Core Curriculum; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Office Occupations Education; On the Job Training; Postsecondary Education; Recordkeeping; Records (Forms); *Retailing; *Work Experience Programs
IDENTIFIERS- *Accounts Receivable; England; Sales Transactions

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand, maintain, and follow up on sales accounts. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 311 CE 043 248

Failing to Turn Up: A Statistical Analysis. Youth Training Scheme. Core Exemplar Work Based Project.

A Fencing Project. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-17-4

PUB DATE- 84

NOTE- 23p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; *Farm Labor; *Farm Occupations; Foreign Countries; Job Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs

IDENTIFIERS- England; *Fence Building

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students plan, cost, and carry out the building of a post and wire fence. The guide is one in a series of core curriculum modules that is intended for use in combination on -and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

ED 265 326 CE 043 263

Looking after Lawns and Bedding. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-18-2

PUB DATE- 84

NOTE- 22p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.

LANGUAGE- English

Inspection. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-46-8
PUB DATE- 84
NOTE- 20p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; Foreign Countries; *Inspection; Job Skills; Learning Activities; Learning Modules; *Manufacturing; On the Job Training; Postsecondary Education; *Quality Control; Records (Forms); *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students learn all aspects of the inspection process in manufacturing. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

ED 265 342 CE 043 279

Production Line Materials. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-47-6
PUB DATE- 84
NOTE- 24p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

ED 265 356 CE 043 312

Machinist (AFSC 42750).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 14 Jun 83
NOTE- 584p.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Correspondence Study; Equipment Utilization; Learning Activities; *Machine Tools; *Machinists; *Metallurgy; *Metal Working; Military Personnel; Military Training; Postsecondary Education; Shop Curriculum; *Trade and Industrial Education
IDENTIFIERS- Air Force

This four-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for machinists. Covered in the individual volumes are machine shop fundamentals, metallurgy and advanced machine work, advanced machine work, and tool design and shop management. Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Supplementary volume review exercises are also provided. A fifth volume, a change supplement, is also provided. (MN)

ED 265 357 CE 043 314

Aircraft Environmental Systems Mechanic. Part 1.
Chanute AFB Technical Training Center, Ill.
REPORT NO.- C3ABR42331-Pt-1
PUB DATE- 84
NOTE- 1,519p.; For part 2, see CE 043 315.
LANGUAGE- English
EDRS Price - MF12/PC61 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Aviation Mechanics; *Aviation Technology; *Electricity;

ED 265 372 CE 043 347

Muller, Josef, Comp.
Radio for Literacy. A Reader on the Use of Radio in Literacy Programmes. For Use in Workshops of the German Foundation for International Development. Workshop Series.
German Foundation for International Development, Bonn (West Germany).
REPORT NO.- DOK-133-C/a
PUB DATE- 85
NOTE- 413p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Literacy; *Developing Nations; Distance Education; Educational Planning; *Educational Radio; Foreign Countries; *Illiteracy; Listening Groups; *Literacy Education; Program Development; *Rural Development

Designed as a supplement to workshops on radio support for literacy, this reader is intended to assist workshop participants to put radio in the broader perspective of development support communication and to provide background information on the use of radio in adult literacy education. An introduction provides an overview of literacy and literacy programs. Each of the reader's six parts consists of journal article and selections from published documents on the specified topic. Part 1 addresses the educational and developmental context of radio and television. Part 2 deals with radio as a medium for developing and supporting functional literacy. Part 3 concerns planning the use of radio. The section is supplemented by a 2-part questionnaire on the use of radio and television in literacy campaigns which was sent to educational authories and broadcasting organizations in many parts of the world and which could serve as a checklist for project planning. Part 4 discusses the Rural Farm Forum, an organized group listening approach that has become a classical strategy in many literacy programs and beyond literacy for overall rural development. Part 5 is comprised of case studies and country reports of the use of radio for literacy programs in Tanzania, Zambia, Ghana, Niger, India, Dominica Republic, and Colombia. Part 6 provides a brief theoretical framework, followed by a list of requirements for an effective educational media project that seem in large proportion to be well met by the most successful cases, less well by the less successful ones. A bibliography is attached. (YLB)

ED 265 386 CE 043 393

Clark, Marilyn; And Others
Worker Dislocation: A Policy Study and Selected References on Worker Dislocation and the Unemployment Process. An Annotated Bibliography.
Northwest Regional Educational Lab., Portland, OR. Education and Work Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 133p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- Annotated Bibliographies; Change Strategies; Counseling Services; *Dislocated Workers; *Educational Needs; Emotional Problems; Employment Problems; Employment Programs; *Employment Services; Family Problems; Health Needs; Individual Needs; Job Training; Policy Formation; *Public Policy; Retraining; Skill Development; Skill Obsolescence; *Unemployment; *Vocational Rehabilitation

Dislocated workers are distinguished from chronically unemployed individuals in that the former have a stable work history and are generally unaware of the community's social services programs and how to use them. Dislocated workers frequently lack job search skills and do not see the transferability of their work skills. Often, they have heavy family and community responsibilities, may have become socially isolated, and may need retraining to become employable again. Although many of these workers may have high school diplomas, they may nevertheless be functionally illiterate. Thus, dislocated workers need the following services to help them return to the labor market: coordination of community services, outplacement service to workers at all levels, support groups, information and referral, education and training services, relocation assistance, and assistance or resource centers. The policy study is followed by an annotated bibliography of approximately 180 works dealing with the problems of dislocated workers and strategies for addressing them. Described in the bibliography are works on such topics as the characteristics of dislocated workers, the extent and causes of the dislocation problem, health and social stresses related to dislocation, social networks and unemployment, retraining and counseling needs, the role of community agencies and local agencies, and the role of the State and Federal governments. (MN)

ED 265 400 CE 043 425

Weather Specialist (AFSC 25120).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 21 Sep 84
NOTE- 633p.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Correspondence Study; Independent Study; Job Skills; Job Training; *Meteorology; Military Personnel; *Military Training; Postsecondary Education; Test Items; Units of Study; *Weather; Wind (Meteorology)
IDENTIFIERS- *Air Force

This correspondence course is designed for self-study to help military personnel to attain the rating of weather specialist. The course is organized in three volumes. The first volume, containing seven chapters, covers background knowledge, meteorology, and climatology. In the second volume, which also contains seven chapters, surface observations, radar, and satellite use are presented. The final volume, in five chapters, covers weather codes, communications, analysis, and forecasting. The volumes contain learning objectives, information and analysis, and exercises. Supplementary materials include foldout charts and review exercises for each volume. Learning materials are illustrated. A change supplement for all three volumes also is included in this packet. (KC)

ED 265 401 CE 043 426

Optometry Specialist.
Air Force School of Health Care Sciences, Sheppard AFB, TX.
PUB DATE- 84
NOTE- 407p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

modeling procedure by which students work with the teacher to master the reading skills. Appendixes include lists of reading skills essential for successful transitioning, suggested materials for transitional reading classes, and the Final Report on the project, prepared by David Caravella, Barbara Isaacson, and Gail Miller. (YLB)

ED 265 414 CE 043 462

Miguel, Richard J.; And Others
Knowledge Development and Utilization: Getting Employability Research into Public Use.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 55p.
GRANT- NIE-G-83-005-P-4
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Educational Media; *Educational Research; Educational Technology; *Employment Potential; *Inservice Teacher Education; Instructional Materials; *Material Development; *Research Utilization; Secondary Education; *Telecommunications; Vocational Education; Vocational Education Teachers; Workshops
IDENTIFIERS- *Employability Development

The Knowledge Development and Utilization project was created to facilitate the public use of research by educators and trainers in the employability development field. The research to be disseminated emanated from the Youth Employability Research Program findings concerning employer demand and schooling effectiveness for employability. A user-driven approach to knowledge utilization involved potential users in activities ranging from giving advice to translating the research for other practitioners. Project staff collaborated with 21 national associations to develop brochures, articles, and workshops. Although project staff had to develop first drafts and sometimes complete final drafts, practitioners participated in design and review of all materials. Local education agencies and project staff developed two inservice booklets, three classroom products, and a job search videotape for students. All school-based products were extensively enhanced by ideas and activities suggested by the educator in the field trials. In

ED 265 427 CG 018 749

Adubato, Susan A.
Father Involvement, Sex-Typing and the Toy Play of Children.
PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Father Attitudes; *Fathers; *Parent Child Relationship; Parent Influence; Play; Sex Differences; *Sex Role; *Toys

Children are encouraged early in life to adopt socially appropriate sex-role activities and behaviors. Parents influence their children's behavior and attitudes through the toys they choose for the children and the toy play they sanction. The term androgynous is used to indicate the blending of masculine and feminine characteristics. This study examines the effects of the degree of father involvement on sex-role orientation of the fathers and the children and on the child's sex-typed toy play. It was hypothesized that increased father involvement would reduce sex-role classification. Participants included 90 4-year-old children enrolled in day care and their parents who were of middle to upper middle socioeconomic status. Both parents filled out independent descriptions of typical weeks of their children. From this, the families were classified as high or low in father involvement. Using the Children's Sex-Role Inventory (CSRI), children were classified as androgynous, masculine, feminine, or undifferentiated based on their toy preferences. Results suggested no direct relationship between father involvement and cross-sexed toy play. The study is limited for two reasons: the total degree of father involvement was low and most of the children spent a large portion of their week in day care. Further study might examine fathers who are prime caregivers. (ABL)

ED 265 428 CG 018 751

Dees, Morris S., III; And Others
Survey of the Public Perception of Psychology, Psychologists, and

study of the treatment process) and the use of qualitative methods to complement the positivist-empiricist approaches most widely used in policy analysis and progam evaluation. (A six-page bibliography and two data tables are included.) (Author/NRB)

ED 265 441 CG 018 765

O'Keefe, Edward J.
Multimodal Self-Management for Children: An Holistic Program for Teachers.
PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affective Behavior; Cognitive Development; *Elementary Secondary Education; *Holistic Approach; Intervention; Self Evaluation (Individuals); Self Help Programs; Student Behavior; *Student Problems; *Teacher Workshops
IDENTIFIERS- Lazarus (Arnold); *Multimodal Methods; *Self Management

This paper describes an innovative program for teaching self-management to children in elementary and secondary schools. The background of techniques for teaching self-management is briefly reviewed, the application of self-management techniques is noted, deficits in self-management programs are considered, and Lazarus's multimodal model of therapy is explained. This discussion is followed by an outline of a training program which has been developed and offered as a workshop to help teachers instruct themselves on student self-management techniques. The workshop detailed here provides an holistic, systematic, and integrative approach which instructs teachers in comprehensive self-assessment and treatment strategies based on Lazarus's Multimodal Therapy, and provides them with methods for teaching these skills to students. The specific assessment instruments and self-change techniques are detailed and a variety of classroom exercises and teaching activities are suggested. The workshop outline includes an introduction which states the purpose of the workshop and explains the application of self-management principles. This is followed by future implementation of COPs. A bibliography and 63 data tables are included. Appendices include data collection instruments, statutory language, summaries of other community options programs, level of care definitions, and community services definitions. (NRB)

ED 265 454 CG 018 778

The Community Options Program: An Evaluation of Program Operations during 1982 and 1983.

Wisconsin State Dept. of Health and Social Services, Madison.

PUB DATE- Dec 84
NOTE- 209p.; For related document, see CG 018 777.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Programs; Community Services; *Cost Effectiveness; *Deinstitutionalization (of Disabled); *Delivery Systems; Disabilities; Institutionalized Persons; Nursing Homes; Older Adults; *Program Evaluation
IDENTIFIERS- *Community Options Program; Long Term Care; *Medicaid; Wisconsin

This document is a report evaluating the Community Options Program (COP) operated in Wisconsin in 1982 and 1983. The report states that the program is designed to reduce the institutionalization of disabled persons by supporting these persons in the community, thereby decreasing expenditures for long term support and slowing the demand for nursing home beds. The document reports that the data on the influence of the COP on Medicaid-funded admissions to nursing homes are inconclusive. Elderly and nonelderly disabled persons in the program are compared and the COP clients' characteristics are profiled in light of their risk of institutionalization. An extensive segment of the document compares the costs of COP programs versus nursing home care, examining such factors as Medicaid eligibility, client turnover, Medicaid costs for community care, and Medicaid costs for nursing home care. Eighty data tables and seven figures are given to document this analysis. The report concludes that Community Option Programs do not replace or diminish private support to the disabled by friends and family. Appendices include data collection instruments, county statistics, specific comparison groups, and services available in Wisconsin. (ABL)

of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-506
PUB DATE- 19 Jul 85
NOTE- 104p.; Document may be marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; *Cost Effectiveness; Eyes; Federal Programs; Government Role; Health Needs; Older Adults; *Ophthalmology; Special Health Problems; Surgery; *Visual Impairments
IDENTIFIERS- *Cataracts; Congress 99th; *Intraocular Lenses; Medicare

This report is a summary of the findings from the Subcommittee on Health and Long-Term Care of the United States House of Representatives Select Committee on Aging investigation of cataract surgery and the use of intraocular lenses (IOL's) in the United States. The document provides background on the definition and treatment of cataracts and describes IOL implantation procedures, the IOL industry in the United States and abroad, and IOL utilization, including numbers and costs. Medicare payment for cataract surgery is also examined. Current problems are detailed, including efficacy and safety; cost; kickbacks, discounts, and rebates; and no cost advertisements. Results from surveys of ophthalmologists and the IOL industry regarding their experiences with fraud, waste, and abuse in the area of cataract surgery are analyzed and a conversation with an IOL salesman is reported. Current regulatory activity involving IOL enforcement, approval, and reimbursement is detailed. Policy recommendations, based on the findings, are listed and supported by the conclusion that cataract surgery is fraught with fraud, waste, and abuse but can still be provided with some improvements in program administration and legislative changes. A glossary of terms specific to the cataract industry and an anatomy of the eye are included. Several appendices present surveys of ophthamologists and the IOL industry, information supplied by the Food and Drug Administration and the Health Care Financing Administration, and marketing materials of the IOL industry. (ABB)

ED 265 469 CG 018 793

Rose, Patricia; Marshall, Linda L.
Gender Differences: Effects of Stress on Expressed and Received Abuse.
PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Battered Women; College Students; *Emotional Response; Higher Education; *Interpersonal Relationship; Psychological Patterns; *Sex Differences; *Stress Variables; *Violence

Abuse between intimates has begun to be examined. Recent research has studied the incidence and causes of violence in marriages and in premarital relationships. A study was conducted to examine the level of intimate violence, patterns of violence for each gender, and the relationship of stress to violence in adult relationships. Study participants (N=336) were undergraduate students. Females made up 51.8 percent of the sample and males made up 48.2 percent, with subjects ranging in age from 17 to 52. Demographic information, the receipt and expression of violence in adult relationships in the previous 12 months, and the number of stressful life events were measured by questionnaires. Over one-half of the respondents reported expressing or receiving physical abuse at least once. Few reported serious violence but this may have been due to the young age of the sample. Females were more likely to have expressed physical violence than were males but both sexes reported similar rates of received violence. The number of stressful events was significantly correlated with the expression and receipt of violence. The relationship between the expression and receipt of violence and the perception of aggression and victimization should be further explored in future research. (ABL)

ED 265 484 CG 018 808

Jackson, Linda A.
Self Concept and Gender Role: An Open-Ended Inquiry.
PUB DATE- Aug 85

ED 265 497 CS 008 256

Vornberg, James A.; Sampson, Michael
Leadership in Reading Instruction.
Phi Delta Kappa, Commerce, TX. East Texas State Chapter.
PUB DATE- May 85
NOTE- 19p.; Cover title reads: Instructional Leadership Practices in Reading.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Principals; Program Evaluation; *Reading Instruction; *Reading Programs; *Reading Research; *Reading Teachers; Teacher Role
IDENTIFIERS- Role

A study examined the leadership and management of reading programs from the viewpoint of principals and reading teachers. A questionnaire designed to describe and evaluate the reading programs in their schools was completed by 153 principals and teachers from public and private schools. Analysis of the results indicates that the nation's reading programs seem to be moving toward holistic programs, which stress comprehension and problem solving, and away from lock-step mastery learning programs that stress subskills and memorization. Some problems identified are a lack of time for teachers to provide individual help and for students to practice their skills, classes that are too large, and lack of flexibility in school programs. Teachers have a positive view of the principal as the administrator of the program, but as a director of learning resources rather than as an administrator who assertively directs teachers' efforts. Principals rated teachers high in terms of classroom environment, individualized instruction, and understanding and supporting the school's philosophy of reading, but indicated that their greatest shortcoming is in their lack of creativity in reading instruction and their reliance on commercial materials. (EL)

ED 265 498 CS 008 257

particular contexts to satisfy specific needs. (FL)

ED 265 511 CS 008 283

Guthrie, John; Seifert, Mary
Profiles of Reading Activity in a Community. Reading Competencies and Practices. Technical Report #4.
International Reading Association, Newark, Del.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Oct 82
NOTE- 27p.
CONTRACT- MDA-90381C-0446
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Reading Habits; *Reading Interests; Reading Material Selection; *Reading Research; *Recreational Reading

A study examined the roles of reading in a community by describing the reading activities of individuals and demographic subgroups of individuals. After the preliminary, trial phase to determine the feasibility of the survey, 109 adult wage earners from 4 occupation groups, in a community of 6,000 households, responded to an inventory designed to elicit and record reading activities. Analysis of data showed that the median amount of time individuals spent reading brief documents, newspapers, books, and magazines per day at home and at work was 157.5 minutes (about 2.6 hours). Women read more than men (about 186 minutes per day compared to about 114 minutes per day), and individuals with an education beyond high school read more than those with a high school diploma or less. Findings also showed that reading plays different roles for individuals in different occupation groups, that the time devoted to content areas varies by occupation, and that media categories of newspapers, books, and magazines were read in distinctive patterns by different occupation groups. In the surveyed community, the greatest volume of reading was directed toward reading brief documents, followed by materials on news and business, social issues, reference, fiction, and sports. References and tables of findings are included. (EL)

ED 265 525 S 008 305

Idol-Maestas, Lorna
Group Story Mapping: A Comprehension Strategy for Both Skilled and Unskilled Readers. Technical Report No. 363.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 36p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; Grade 3; Grade 4; *Grouping (Instructional Purposes); Learning Disabilities; Listening Comprehension; *Prior Learning; *Reading Comprehension; *Reading Improvement; *Reading Research; Schemata (Cognition)
IDENTIFIERS- *Story Mapping

To demonstrate that a proven story mapping technique for teaching learning disabled, poor comprehenders could be used to improve the comprehension of groups of normal children as well as learning disabled and low-achieving children, heterogeneous groups of third and fourth graders, including five learning disabled and low achieving students, were taught to use a story mapping strategy. A multiple baseline design across two groups was used to demonstrate group control. A model-lead-test teaching paradigm was used to shape comprehension responses to a level of independence, without teacher assistance. The three major findings of the intervention study were that (1) both experimental groups improved on daily story comprehension as a result of learning to use a story mapping technique, (2) all five low achieving and learning disabled children showed similar improvement, and (3) the progress of the normally achieving children was not impeded by including low achievers in the group instruction, thus by-passing use of ability grouping. (HOD)

ED 265 540 CS 209 490

Duvall, Betty
An Evaluation of the Speed and Legibility of Italic Handwriting.
PUB DATE- 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Evaluation; *Cursive Writing; Elementary Secondary Education; Evaluation Methods; *Handwriting; Manuscript Writing (Handlettering); *Teaching Methods; *Writing Evaluation; Writing Skills
IDENTIFIERS- *D Nealian (Handwriting); *Italic (Handwriting)

Noting that introducing students to cursive writing just when they have begun to master manuscript does not provide the continuity consistent with the rest of their education, a Montana school district implemented instruction in italic handwriting. The program was evaluated three years after implementation. Writing samples from all students in grades 1 through 6, 7, 9 and 11 were collected, including a timed sentence with all 26 letters of the alphabet. Fifty samples from each grade level were evaluated. Mean scores for the number of letters per minute were calculated for speed, and literature was reviewed to establish criteria for judging legibility and speed, which came to include size and slant of writing, and form, alignment, and spacing of letters. The results indicated that students receiving three years of italic handwriting instruction scored higher than students receiving handwriting instruction in other styles. Students in grade 7, who had received three years of manuscript, two years of cursive and two years of italic instruction, had the lowest scores in legibility, suggesting that students are unable to maintain legibility during transition from one style to another. (HTH)

ED 265 541 CS 209 502

Whale, Kathleen B.
Assigned Writing Tasks in School: A Search for Meaning.
PUB DATE- 29 Mar 85
NOTE- 20p.; Paper presented at the Annual Meeting of the National

Response and the Writing Conference" (Sarah Warshauer Freedman and Melanie Sperling); (7) "Do Writers Talk to Themselves?" (Colette Daiute); (8) "Muktuk Meets Jacuzzi: Computer Networks and Elementary School Writers" (James A. Levin, Margaret M. Riel, Robert D. Rowe, and Marcia J. Boruta); (9) "Revising and Computing: Case Studies of Student Writers" (Lillian Bridwell, Geoffrey Sirc, and Robert Brooke); (10) "Theory and Practice in Computer-Aided Composition" (Lawrence T. Frase, Kathleen E. Kiefer, Charles R. Smith, and Mary L. Fox); (11) "How 'Normal' Speaking Leads to 'Erroneous' Punctuating" (Jane Danielewicz and Wallace Chafe); (12) "Revision, Addition, and the Power of the Unseen Text" (Ann Matsuhashi and Eleanor Gordon); and (13) "Revising, Composing Theory, and Research Design" (Stephen P. Witte). (HTH)

ED 265 554 CS 209 531

Genishi, Celia; Dyson, Anne Haas
Language Assessment in the Early Years. Language and Learning for Human Service Professions Monograph Series.
REPORT NO.- ISBN-0-89391-176-3
PUB DATE- 84
NOTE- 263p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($29.50 hardcover--ISBN-0-89391-176-3; $19.95 paperback--ISBN-0-89391-246-8).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Language; Early Childhood Education; Educational Assessment; Interaction; *Language Acquisition; *Language Research; Language Skills; Learning Activities; Literacy; Oral Language; Parent Child Relationship; Reading Skills; *Sociolinguistics; Speech Communication; Writing Skills; *Young Children

Encouraging the appreciation and assessment of children's language and communication, from birth to the age of eight, is the focus of this volume. Following an introduction, chapter 2 elaborates on the interactionist framework, citing recent studies related to the acquisition of oral language and literacy, while the next two chapters describe communication in home and day care settings. Chapter 5 looks at the effect of situations on the kinds of language preschool children use; chapter 6 focuses on using language for a variety of purposes, such as asking questions, evolution as a writer. In the tenth article Anthony L. Manna and Sue Misheff interview Ms. Bridgers about her writing. The final article, "The South in Recent Young Adult Novels" by Robert C. Small, Jr., explores the various stereotyped images of the southern United States culture and how they are treated in young adult works. Other features in this issue include suggested young adult readings grouped for specific teaching purposes, and a report from the 1985 ALAN workshop. (HTH)

ED 265 568   CS 209 550

Petersen, Bruce T., Ed.
Convergences: Transactions in Reading and Writing.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-0856-3
PUB DATE- 86
NOTE- 274p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08563, $12.00 member, $15.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Higher Education; *Integrated Activities; Literature Appreciation; Nonfiction; *Reading Processes; *Reading Strategies; *Reading Writing Relationship; Revision (Written Composition); Speech Communication; Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Author Text Relationship

The relationship between reading and writing is explored in this book. Titles of the book's essays and their authors are as follows: (1) "What Is the Value of Connecting Reading and Writing?" by Robert J. Tierney and Margie Leys; (2) "Reflective Thought: The Connection between Reading and Writing" by June Cannell Birnbaum; (3) "Reading as a Writing Strategy: Two Case Studies" by Cynthia L. Selfe; (4) "The Writing/Reading Relationship: Becoming One's Own Best Reader" by Richard Beach and JoAnne Liebman-Kleine; (5) "Writing Plans as Strategies for Reading, Writing, and Revising" by Barbey Doughtery; (6) "Cognitive Stereoscopy and the Study of Language and Literature" by David Bleich; (7) "Social Foundations of Reading and Writing" by Deborah Brandt; (8) "Speech Acts and the dependent on gender. (HTH)

ED 265 582 CS 505 157

Becker, Samuel L.; And Others

Problems of Applying Communication/Behavior Theories to a Program of Smoking Reduction.

PUB DATE- Nov 85

NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Theories; Cancer; *Communication (Thought Transfer); Communication Problems; Communication Research; Physical Health; *Program Implementation; Program Improvement; *Research Problems; *Smoking; Speech Communication; Theories; *Theory Practice Relationship; Tobacco

Because the use of tobacco contributes to a large number of deaths each year in the United States, a current research project at the University of Iowa tests the application of a number of theoretical ideas--including social bonding, diffusion, and the spiral of silence--and attempts to develop new ideas in an effort to reduce smoking. The five-year study is a four-pronged behavioral change program directed at seventh graders who attended all the public schools in three Iowa cities. Two experimental and one control group were exposed to an anti-smoking curriculum during the first year of the study. Subsequent developments to be implemented in the experimental communities include knowledge reward, community competition, student involvement, and community involvement. The major problem encountered in this study was the difficulty of reinforcing group efforts to reduce smoking without having a negative effect on group bonding or attachment. Although problems clearly exist in trying to apply theory to real life, further research should be conducted because theory has no practical value unless it can be of some use in society. (DF)

ED 265 598 CS 505 184

VerLinden, Jay G.
Ethical Guidelines for Students Completing the Interpersonal Communication Course.
PUB DATE- 10 Nov 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; College Students; Decision Making; Ethical Instruction; *Ethics; *Guidelines; Higher Education; *Interpersonal Communication; Moral Values; Speech Communication; Speech Curriculum

Because a review of the literature concerning interpersonal communication ethics indicates that communication ethics are rarely discussed explicitly in interpersonal communication textbooks, there is a need for clear guidelines appropriate for individuals who have completed interpersonal communication courses. The following are among seven ethical guidelines appropriate for students who have completed an interpersonal communication course: (1) communication is more ethical when the communicator acknowledges and demonstrates sensitivity to the humanity of all participants, (2) those with instruction in interpersonal communication have an ethical responsibility to actively use their knowledge and skills to humanize their relationships with others and to actively avoid dehumanizing others, and (3) those with instruction in interpersonal communication have the ethical responsibility, when possible, to develop methods to communicate humanely in advance of an encounter. Although these guidelines are not always easy to follow, they assume that people can learn from their mistakes and call for people to acknowledge their behavior, take responsibility for it, and improve it. (DF)

ED 265 599 CS 505 185

Ugbah, Steve; And Others

ED 265 614 EA 018 083

Shanker, Albert
Critical Thinking and Education Reform.
PUB DATE- 20 Jul 85
NOTE- 59p.; Address delivered at a workshop at Sonoma State University on "Critical Thinking and Education Reform" (Sonoma, CA, July 20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Competence; Creativity; *Critical Thinking; Curriculum; *Educational Change; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Imagination; Intellectual Development; Teacher Qualifications; Teacher Recruitment; Teaching Conditions

The development of critical thinking skills in students is seen in this presentation as a significant and worthy objective of education, though the realization of this objective will be dependent upon many important factors. Among the factors cited here are, first, that recent major reform efforts have created no barriers to including critical thinking among educational objectives, but that attempts to realize these reforms through rules, regulations, and standards may be creating conditions that are detrimental to critical thinking. Second, many of today's teachers are not competent to teach in their subject areas, let alone to approach those subjects critically; moreover, economic and other conditions make it unlikely that great numbers of competent teachers will soon be entering the profession. Third, it is essential that critical thinking not become an end in itself; rather, it must be learned in the context of subject matter. Fourth, creative imagination should be considered a worthy educational goal along with critical thinking, since the two interact to produce insight and discovery. This transcript of a talk on these matters includes answers to several specific questions raised by listeners in response to comments in the main body of the address. (PGD)

ED 265 615 EA 018 084

ED 265 628 EA 018 112

Settlemier, Ken
Searching for a Prophet: The Naive State of Education as a Science.
Oregon School Study Council, Eugene.
PUB DATE- Mar 79
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Educational Attitudes; Educational Innovation; Educational Philosophy; Educational Research; *Educational Technology; *Educational Theories; Educational Trends; *Foundations of Education

Like other social sciences, education has not yet established widespread consensus concerning its own elemental truths. Seeking absolute solutions to the problems of education under such conditions is futile, frequently resulting in the rejection of the good aspects of educational concepts when those concepts fail to meet expectations as educational cure-alls and are replaced by the next popular conception. The most promising and responsible approach to solving these problems is to encourage variety and eclecticism in the hope of constructing a broad base of knowledge from which a truly scientific educational theory can eventually be developed. (PGD)

ED 265 629 EA 018 113

Waugh, Ruth
Selecting Elementary Reading Programs.
Oregon School Study Council, Eugene.
PUB DATE- Nov 79
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 265 643 EA 018 132

Moore, Gwendolyn B.; Yin, Robert K.

Identifying Advanced Technologies for Education's Future.

COSMOS Corp., Washington, DC.
SPONS AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
CONTRACT- 300-84-0135
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; *Educational Technology; Educational Trends; Elementary Secondary Education; Futures (of Society); Special Education; *Technological Advancement; *Technology Transfer

A study to determine how three advanced technologies might be applied to the needs of special education students helped inspire the development of a new method for identifying such applications. This new method, named the "Hybrid Approach," combines features of the two traditional methods: technology-push and demand-pull. Technology-push involves creating new technologies before markets are identified; demand-pull strategies focus on identifying user needs and developing technologies to meet them. The hybrid approach identifies existing applications of technology in one field and forecasts their future applicability to situations in another field. Five steps are involved: (1) defining the technology, (2) identifying current uses of the technology, (3) obtaining specialists' views of the potential applicability of the current uses to new settings, (4) rating the scenarios developed in the previous step according to their chances for success, and (5) disseminating information about the potential uses found. A modified Delphi technique was used for the hybrid approach in the study. This paper draws on one aspect of the study (concerning applications of artificial intelligence technology to special education) as an illustration of the workings of the process. (PGD)

extensive list of approaches for improving school discipline, listing both advantages and disadvantages of each approach; and (2) two sets of interview questions, for principals and for students and parents. (TE)

ED 265 657 EA 018 164

Miller, Jon D.
Public Attitudes toward Education Spending: The Role of Attentiveness to Local Schools.
PUB DATE- 31 Mar 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Community Attitudes; Elementary Secondary Education; *Local Issues; Multivariate Analysis; *Public Opinion; School Community Relationship; *School District Spending; *School Support; Surveys; Tables (Data)
IDENTIFIERS- *Illinois

This analysis examines the factors associated with a positive attitude toward the funding of local schools. Using data from a 1984 survey of 1,000 Illinois residents, the analysis found that attentiveness to local school issues was the strongest predictor of a positive attitude toward school spending. Suburban residents were less likely to be concerned about the level of school funding than were other Illinois residents, but this may reflect the relatively better funding base for suburban schools. Middle-income respondents in Chicage were significantly more likely to see public schools as underfunded than were other Chicago or Illinois residents, while middle-income residents of downstate areas were the least likely to see their schools as underfunded. The analysis concludes that, given the large impact of attentiveness on spending attitudes, it is important for local school leaders to identify and work with school attentives and that scholars should seek to better understand the sources and patterns of attentiveness to local schools. (Author)

Tennessee's Career Ladder Program. (TE)

ED 265 672 EA 018 262

Who Will Teach Our Children? A Strategy for Improving California's Schools. The Report of the California Commission on the Teaching Profession.

California Commission on the Teaching Profession, Sacramento.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.

PUB DATE- Nov 85

NOTE- 54p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Class Size; *Educational Improvement; Elementary Secondary Education; Participative Decision Making; School Supervision; Staff Development; *State Action; State School District Relationship; *State Standards; *Statewide Planning; Teacher Certification; Teacher Education; Teacher Promotion; Teacher Recruitment; Teacher Salaries; *Teaching (Occupation); Tenure

IDENTIFIERS- California

This report sets forth 27 recommendations by the California Commission on the Teaching Profession for improving California schools. After an outline summary of the recommendations and an introductory discussion of education as California's "growth industry," the recommendations are presented according to three general topic areas. The first ten recommendations pertain to restructuring the teaching career and establishing rigorous professional standards. These include deregulation of teacher education, residency requirements for credentials, a redesigned tenure process, competitive grants for advanced career options, salary credit for total years of experience teaching, and sabbaticals. The second set of 10 recommendations pertain to redesigning the school as a more productive workplace for teachers and students. These include proposals for class size reduction, professional development, and restructuring the management of schools to involve teachers in decision-making. The third set of recommendations--pertaining to teacher recruitment--include upgrading of salaries, recruiting teachers statewide, and offering career incentives such as work-study programs and additional service-payback fellowships to college students. Appended to these

Brubaker, Cliff, Ed.
Technology--A Bridge to Independence. RESNA '85. Proceedings of the Annual Conference on Rehabilitation Technology (8th, Memphis, Tennessee, June 24-28, 1985).
Rehabilitation Engineering Society of North America, Washington, DC.
PUB DATE- 85
NOTE- 458p.
AVAILABLE FROM- Rehabilitation Engineering Society of North America, 1101 Connecticut Avenue, NW, Suite 700, Washington, DC 20036 ($30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Biomechanics; *Communication Aids (for Disabled); Computer Oriented Programs; Computers; Conference Proceedings; Electrical Stimuli; Electromechanical Aids; Microcomputers; *Mobility Aids; Normalization (Handicapped); *Physical Disabilities; Physical Mobility; Prostheses; *Rehabilitation; Research; *Research and Development; Robotics; Rural Areas; *Sensory Aids; Severe Disabilities; Technology; Technology Transfer
IDENTIFIERS- Electrical Stimulation; Kinematics; *Rehabilitation Engineering

These proceedings represent a cross-section of the results of rehabilitation research across a range of disciplines. The 130 presentations, which deal generally with the exploitation of science and technology in the rehabilitative process, are divided among 21 sessions. Topics of the first 15 sessions are: aids to promote independent vocation and life activities, biomechanics/kinematics, improvements in wheeled mobility (papers with a clinical orientation), computer and microcomputer use, improvements in upper limb prosthetics, wheelchair design research, technology transfer, research in electrical stimulation (papers with a clinical orientation), studies in augmentative communication (papers with a clinical orientation), investigations into service delivery, functional assessment (much of it computer-assisted), rural rehabilitation, research on sensory aids, studies dealing with various aspects of lower limb orthotics and prosthetics, and more electrical stimulation research. The other six sections address these concerns: research into and aids to promote independent vocational and life activities; studies of control interfaces, including microprocessor systems; studies of biomechanics/kinematics; development and research in the area of alternative communication; development and research in wheelchair seating; and study of microprocessor system use. Twenty-two presentations from two poster sessions are also provided. Two student design papers on posture safety seats and myoelectric

responses of TAFE to the educational needs of worker cooperatives in Australia have varied considerably state by state. Until the cooperative movement has developed its own formal education system, more formal connections among the movement and TAFE and other education systems will be needed. TAFE has a role to play in the success of the workers' cooperatives. A four-page bibliography is included. (KC)

ED 265 297 CE 043 174

Parkinson, Kevin

The Articulation of TAFE Middle-Level and Higher Education Courses in Australia.

TAFE National Centre for Research and Development, Payneham (Australia).

REPORT NO.- ISBN-0-86397-368-X
PUB DATE- 85
NOTE- 267p.
AVAILABLE FROM- Thomas Nelson, P.O. Box 4725, Melbourne, Victoria, Australia 3001 (AU$17.50).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Access to Education; Admission Criteria; *Adult Education; *Articulation (Education); *College Admission; College Programs; *Continuing Education; Educational Certificates; Educational Practices; Foreign Countries; *Higher Education; Postsecondary Education; Prior Learning; Qualifications; Technical Education; *Transfer Policy
IDENTIFIERS- *Australia

Universities and colleges of advanced education in Austrialia were surveyed to determine their policies and practices in admitting and granting status to holders of TAFE (Technical and Further Education) middle-level certificates who wish to transfer to relevant higher education courses. Of the 90 higher education institutions that were approached, 35 responded. It was found that the majority of higher education institutions in Australia, including a number of universities, was prepared to admit students to courses on the basis of a successfully completed relevant TAFE middle-level course and that during the years 1980-1983, more than 15,000 students had availed themselves of that opportunity. It was also found that many higher education institutions are prepared to grant status to holders of TAFE middle-level certificates, but that

Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-03-4
PUB DATE- 84
NOTE- 21p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Clerical Occupations; Competency Based Education; Compliance (Legal); Core Curriculum; *Data Collection; Foreign Countries; *Information Processing; Job Skills; Learning Activities; Learning Modules; *Office Occupations Education; On the Job Training; Postsecondary Education; Records (Forms); *Statistical Analysis; Statistical Data; *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students learn how to obtain, analyze, record, and present statistical information, specifically, information related to people's failing to turn up for court appointments. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 312 CE 043 249

E.T. Phone Home. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-04-2
PUB DATE- 84
NOTE- 24p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; Foreign Countries; *Grounds Keepers; Job Skills; Learning Activities; Learning Modules; On the Job Training; *Ornamental Horticulture; Plant Growth; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students about lawn care. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. This project requires the trainee to care for lawns; work safely with and maintain grass cutting machinery; plan, prepare, and cost a display of spring bulbs; and learn about grasses and their diseases. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

ED 265 327 CE 043 264

Sheep Stockmanship (Lambing). Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-19-0
PUB DATE- 84
NOTE- 23p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animal Husbandry; Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; *Farm

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Assembly (Manufacturing); Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; *Electronics Industry; Foreign Countries; Job Skills; Learning Activities; Learning Modules; Occupational Safety and Health; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand the operation of an assembly line, including safe working procedures. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, an attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

ED 265 343 CE 043 280

Better Safe Than Sorry. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-90-5
PUB DATE- 84
NOTE- 23p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Occupational Safety and Health; On the Job Training; Postsecondary Education; Records

Electronic Equipment; Electronics; Learning Activities; Learning Modules; *Mechanics (Process); *Military Training; Postsecondary Education; Programed Instructional Materials; Safety; Test Items; Units of Study
IDENTIFIERS- Air Force

This packet contains learning modules for a self-paced course in aircraft environmental systems mechanics that was developed for the Air Force. Each learning module consists of some or all of the following: objectives, instructions, equipment, procedures, information sheets, handouts, self-tests with answers, review section, tests, and response sheets. Topics covered in the learning modules are the following: maintenance tools, glossary, mathematics, aircraft familiarization, safety, physics, electron theory, magnetism, circuits, wiring diagrams, control and protective devices, test equipment, Kirchhoff's current law, series circuit troubleshooting, parallel circuit troubleshooting, Kirchhoff's voltage law, use of general purpose connectors, bonding, shielding, grounding, wiring maintenance, electrical hardware, aircraft air conditioning system moisture separator, maintenance of bleed air distribution ducting, cleaning agents and lubricants, controlling corrosion, air turbine motors, turbine refrigeration devices, windshield clearing system, air control valves, bench check air control units, controls of MB-3 leakage tester, airflow control and shutoff valve, bench check airflow regulator, anti-gravity system, anti-gravity suit valve, canopy seal system, pressurization principles, pressurization systems, oxygen systems, and refrigeration systems. A plan of instruction is included in the packet. (KC)

ED 265 358 CE 043 315

Aircraft Environmental Systems Mechanic. Part 2.
Chanute AFB Technical Training Center, Ill.

REPORT NO.- C3ABR42331-Pt-2
PUB DATE- 84
NOTE- 1,712p.; For part 1, see CE 043 314.
LANGUAGE- English
EDRS Price - MF14/PC69 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Air Conditioning; *Aviation Mechanics; *Aviation Technology; *Electricity; Electronic Equipment; Electronics; Equipment Maintenance; Learning Activities; Learning Modules;

Ennals, Richard; Cotterell, Arthur

Fifth Generation Computers: Their Implications for Further Education. An Occasional Paper.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-948621-08-7
PUB DATE- Dec 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; Computer Oriented Programs; *Computers; *Computer Science Education; *Educational Needs; Educational Policy; Educational Trends; Foreign Countries; Futures (of Society); Glossaries; Information Science; Labor Needs; Needs Assessment; Postsecondary Education; Staff Development; *Technological Advancement; Trend Analysis; Vocational Education
IDENTIFIERS- *Fifth Generation Computers; United Kingdom

Research to develop a fifth generation of computers is underway in several countries. These computers, which will be distinguished by the ability to provide knowledge information processing and respond to natural language commands, will have a profound impact on the labor market and hence on further education. Rather than being a separate curriculum area, computer studies should increasingly underlie the teaching and learning of each subject area, offering a knowledge-based approach to computer literacy. The role and form of face-to-face teaching must be reassessed, and institutional amalgamations may be necessary to meet the new perceived needs. Staff development must be focused both on using the expanded capabilities of the new computers and on addressing their social implications. Colleges should have information technology development units to develop pertinent curricula and materials, introduce artificial intelligence to teachers, and collaborate with subject specialist teachers in introducing the applications of advanced information technology into their subject areas. Company involvement in collaborative projects should also be encouraged. (Appendixes to this report include a glossary, selected quotations dealing with fifth generation computers and their likely impact, an introduction to micro-PROLOG and Augmented PROLOG for Expert Systems--APES--and an annotated bibliography.) (MN)

ED 265 387 CE 043 394

Carlson, Marthena; Dostaler, Ann
Formative Evaluation of the Computer-Assisted Learning Pilot Project in Canadian Federal Penitentiary Schools. August 1983-March 1984.
Correctional Service of Canada, Ottawa (Ontario).
PUB DATE- 6 Jun 84
NOTE- 88p.; Portions of appendices will not reproduce clearly.
CONTRACT- 1983/84-HQ-188
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Correctional Education; Cost Effectiveness; English; Foreign Countries; *Formative Evaluation; Language Arts; Mathematics; *Microcomputers; *Online Systems; *Program Effectiveness; Program Evaluation; Programing Languages; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Canada

The computer-assisted learning (CAL) pilot project in Canadian penitentiary schools involved the use of computer courseware supplied from a central computer via telephone lines to terminals in the schools. Courseware was in three curricular areas: mathematics, English language arts, and the BASIC programming language. The evaluation was conducted by visiting microcomputer and online sites, where teachers and inmate-students were interviewed and observed. Interview schedules, questionnaires, and opinionaires were developed for use by the evaluation team. An assessment of the extent to which Stony Mountain, Warkworth, Leclerc, and Springhill have been successful in implementing online CAL in the classrooms of their schools was examined. Factors that aided and impeded the implementation, staff and student attitudes, cost calculations, and comparisons with microcomputer delivery systems were recorded. Findings were that (1) staff and student attitudes are positive, (2) expenditures for the computer delivery mode are less than would have been required to have a teacher deliver the same number of hours of instruction, and (3) a justifiable need exists for additional equipment, courseware, and training. Recommendations are presented regarding teacher training and supervision, acquisition of additional hardware, improvements to software, and credits for courses. (Appendixes, amounting to approximately one-half of the report, contain descriptions of implementation sites, including student altitude survey results and summaries of staff attitudes and administrative concerns;

Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Clinical Experience; Eyes; *Job Skills; Job Training; Lesson Plans; Military Personnel; *Military Training; Optometrists; *Optometry; Postsecondary Education; Teaching Methods; Units of Study; *Vision; Vision Tests; Visual Acuity; Workbooks
IDENTIFIERS- *Air Force

This course is designed to help military personnel to attain the rating of optometry specialist in the Air Force. The packet includes both a teacher's plan of instruction and five student study guides/workbooks. The teacher's plan of instruction contains lesson plans, lists of student instructional materials and audiovisual aids, and suggested methods and instructional guidance for the course. Designated Blocks I-V, the five student study guides/workbooks cover the following topics: introduction and basic optics, visual acuity and its correction, assisting the optometrist, vision classification, and clinic management and practicum. The guides contain an introduction, objectives, information, and exercises. Materials are illustrated with line drawings. (KC)

ED 265 402 CE 043 432

Chang, Frank Tien-Jin
Vocational Education as an Innovation in the Republic of China--Computerization of School Administration.
PUB DATE- Dec 85
NOTE- 28p.; Paper presented at the International Conference of the American Vocational Association and the International Vocational Education and Training Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Managed Instruction; *Computer Oriented Programs; Educational Needs; Foreign Countries; *Information Needs; Innovation; *Management Information Systems; Needs Assessment; *Program Administration; Program Development; School Administration; Secondary Education; Vocational Directors; *Vocational Education

cooperation with 50 state education agencies, project staff conducted two audioconferences, using telecommunications to disseminate research findings. (A synopsis of insights is intended as a guide to a user-driven approach to communicating research through existing channels in national associations, inservice and classroom materials, and telecommunication using videotapes and audioconferences. Descriptions of materials produced are appended.) (YLB)

ED 265 415   CE 043 463

Whittier, Sally, Ed; Miguel, Richard J., Ed.
Collaboration in Education and Employment: What It Takes To Make It Work. Annual Policy Forum Proceedings (Columbus, Ohio, October 29-31, 1985).
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 100p.
GRANT- NIE-G-83-005-P-4
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Education; *Career Guidance; *Cooperative Education; *Cooperative Programs; Disabilities; Educational Cooperation; Educational Improvement; Employment Potential; *Experiential Learning; Job Placement; Job Search Methods; *Job Skills; Job Training; Postsecondary Education; Program Implementation; Retraining; *School Business Relationship; Secondary Education; Skill Obsolescence; Technological Advancement
IDENTIFIERS- Corporate Support

This audioconference report consists of nine sessions, each featuring a panel of experts who discussed a variety of issues related to collaboration in education and employment. The focus is on practitioners and employers and how they can collaborate to improve the quality of schooling and employment opportunities for secondary- and postsecondary-school youth. Highlights are provided from each of the nine sessions, which addressed these issues: school standards and business expectations--achieving both without compromise; becoming informed about business and the economy--collaboration provides the missing link for educators and

Psychiatrists.
PUB DATE- Aug 85
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Psychiatrists; *Psychologists; *Public Opinion; *Rural Urban Differences

The public perception of psychology, psychologists, and psychiatrists has not been examined for 20 years. Participants for this study were randomly selected from an urban area (Oklahoma City) and a rural area (Okarche, Oklahoma). Questionnaires about the usefulness and competency of these professionals were administered by telephone; half of the questionnaires used the term psychologist (N=225) and the other half substituted the word psychiatrist (N=225). Additionally, urban psychologists (N=47) and psychiatrists (N=25) responded to the questionnaire as if they were members of the public. Survey results showed that urban residents recognized the need for psychologists and psychiatrists. Psychiatrists were favored for intelligence testing, career counseling, sexual dysfunction, and alcohol and drug abuse while psychologists were favored for stress management. The findings indicated that the perception of psychologists' competence had improved since a 1965 study but confusion about professional domain continued. Rural residents also recognized the need for psychiatrists and psychologists but they desired less information than urban residents about a potential therapist. The psychologists and psychiatrists who responded to the questionnaire reported that the public had a higher perception of their abilities to solve problems than the public reported. (ABL)

ED 265 429 CG 018 752

Berardo, Felix M.; And Others
On Gold Diggers: Status Gain or Loss in Age Heterogamous Marriages.
PUB DATE- Nov 85
NOTE- 24p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English

a discussion of the multimodal conceptualization of change which concentrates on the seven modalities identified by Lazarus and an examination of children's problems, and by a general assessment of problems. The remainder of the workshop outline concentrates on students' personal and academic problem identification in the areas of affect, behavior, and cognition. Therapeutic interventions discussed include systematic desensitization and emotive imagery for affective problems; stimuls control, contingency management, and behavioral rehearsal for behavioral problems; and rational emotive therapy for cognitive problems. A four-page bibliography lists references cited for use in the workshop outline. (Author/NRB)

ED 265 442 CG 018 766

Drake, Roger A.
More Optimism About Future Events with Relative Left Hemisphere Activation.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cerebral Dominance; Cognitive Measurement; *Cognitive Processes; College Students; Emotional Response; Higher Education; *Individual Power; *Lateral Dominance; *Perception; Perceptual Development; Psychological Patterns; Sex Differences
IDENTIFIERS- *Optimism

Unrealistic personal optimism is the perception that undesirable events are less likely and desirable events are more likely to happen to oneself than they are to happen to other similar people. Three experiments were performed to study the relationships among personal optimism, perceived control, and selective activation of the cerebral hemispheres. This selective activation was produced by the manipulation of lateral attentional orientation. Right-handed college students were subjects for all three experiments. Experiment 1 (N=40) attempted to replicate the effect of greater personal optimism for future events during relative left than during relative right hemisphere activation. It was further tested whether personal optimism would be predicted by scores on the Desirability of Control scale. The results confirmed both

ED 265 455 CG 018 779

Price, Gary E.; Griggs, Shirley A.
Counseling College Students through Their Individual Learning Styles.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 109p.; For document on counseling elementary and secondary school students through their individual learning styles, see CG 018 776.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cognitive Style; *College Students; Counseling; *Counseling Techniques; Counseling Theories; Counselor Educators; Counselor Performance; Counselor Training; Higher Education; *Individual Differences; Learning Strategies; *School Counselors

This monograph discusses the learning style model for counseling college students. The targeted audience includes college counselors and counselor educators. Six objectives are noted: (1) to increase counselor effectiveness through individual learning style identification and prescription; (2) to provide counselors with a model for matching counseling techniques with learning style preferences of students; (3) to provide counselor educators with a model for looking at individual differences from a learning style perspective; (4) to identify counseling strategies that complement specific learning style elements; (5) to summarize research related to learning styles; and (6) to enable counselors to be consultants with teachers and instructors in providing a more effective learning environment. The document includes sections on increasing counselor effectiveness through learning style identification, using learning styles in counseling, counseling interventions based on learning styles, and research on counseling and learning styles. An extensive bibliography is included. (ABL)

Caro, Francis G.; Blank, Arthur E.
Effects of Home Care on the Quality of Circumstances of the Elderly.

Community Service Society of New York, N.Y.
PUB DATE- Nov 85
NOTE- 30p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
GRANT- HCFA-P-97462/2-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Health Services; Daily Living Skills; Disabilities; *Home Programs; Home Visits; *Older Adults; Quality of Life; Research Design; *Research Methodology; Test Construction; *Test Validity; Well Being
IDENTIFIERS- Home Health Care; *Quality of Circumstances Measure

Home care has not consistently proven to prevent institutionalization, reduce mortality rates, reduce hospital use, or improve functional status and morale; and indeed, these objectives may be unreasonable. Rather, the purpose of home care should be to meet immediate needs of recipients which they can no longer meet themselves. Publicly-funded home care was evaluated in a study which employed quality of circumstance, a construct which includes observable conditions and behaviors such as eating regularly, having a clean residence and clothing, and ability to go out. Participants were selected from 1,068 elderly hospital patients who were functionally disabled, of low or moderate income status, and able to sign a consent form. Four months after hospitalization, participants (N=633) who had returned to home settings were interviewed on quality of circumstances subscales, including shelter, privacy, safety, household supplies, eating, choice, laundry, clothing, housecleaning, quietness, and activity. The quality of circumstances measure gave a detailed picture of living conditions linking specific problems to quality of circumstance subscales. Refinement of the scale should include improved item content, subscales corresponding to functioning measures, and improved format. (ABL)

NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Androgyny; College Students; Higher Education; *Personality Traits; *Self Concept; *Self Evaluation (Individuals); *Sex Role

Much research on masculinity and femininity has relied on the Bem Sex Role Inventory (BSRI) and similar androgyny inventories. Recently, investigators have questioned whether self ratings on androgyny inventories reflect salient dimensions of the self. The relations between spontaneous self descriptions and the respondent's gender and gender role were examined in 503 undergraduates. Males and females categorized by their responses on the BSRI short form as masculine, feminine, androgynous, or undifferentiated provided open-ended responses to the query "I AM" which were coded according to their gender-related and gender-neutral content. Results indicated that gender role influenced the frequency with which gender-related traits were used in self descriptions. Persons categorized as masculine or feminine more frequently used desirable masculine and feminine personality traits, respectively, in their self descriptions. Androgynous persons used both sets of desirable traits in describing themselves. These findings suggest that androgyny inventories, such as the BSRI, may provide valid measures of desirable masculine and feminine traits in the self concept. However, there was little correspondence between gender role and self references to gender behaviors. Moreover, the predominance of gender neutral traits in self descriptions suggested that the salience of gender to the self concept may be overestimated. (Author/NRB)

ED 265 485 CG 018 809

Federal Role in Addressing the Tragedy of Youth Suicide. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on Adequacy of Current Federal Research and Prevention Efforts and the Role of the Office of Juvenile Justice and Delinquency Prevention in Youth Suicides.

Congress of the U.S., Washington, D.C. Senate Committee on the

Wehrle, Phyllis M.
Testing a Test: The Effect of Prior Knowledge on a Standardized Test.
PUB DATE- Dec 85
NOTE- 64p.; Master of Reading Graduate Project, William Patterson College.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- College Freshmen; Higher Education; *Prior Learning; *Reading Comprehension; *Reading Research; *Reading Tests; Test Construction; *Testing Problems; *Test Validity; Test Wiseness

To determine how much prior knowledge affects students' performance on a reading comprehension test, a study was undertaken to examine the prior knowleage factor in a reading competency test developed for college freshmen in New Jersey. The passages used in this test are based on common, everyday topics. Subjects were students in two sections of a basic skills class, both taught by the same instructor and using the same materials as the core program. In addition, subjects serving as the experimental group read supplementary articles related to topics on the test, while subjects in the control group read articles on nonrelated topics. Data were taken from scores achieved on the state-mandated competency test before the students were admitted to college and again during the last week of the basic skills course. To determine if the students were aware of their knowledge about the topics on the test, they were also administered a prior knowledge inventory. Data analysis showed that (1) exposure to the topics did not significantly increase the experimental group's test scores, (2) instruction in basic comprehension skills did significantly increase the scores of both groups, and (3) awareness of topic knowledge did not make a significant difference in scores. (Copies of the prior knowledge inventory, the course syllabus, and titles of the supplementary reading materials are appended.) (FL)

ED 265 499 CS 008 259

McCauley, Elfrieda, Ed.
New England. Reading for Young People.
American Library Association, Chicago, Ill.
REPORT NO.- ISBN-0-8389-0432-7
PUB DATE- 85
NOTE- 194p.

ED 265 512 CS 008 284

Kirsch, Irwin; Guthrie, John
Reading Practices of Adults in One High Technology Company. Reading Competencies and Practices. Technical Report #6.
International Reading Association, Newark, Del.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- May 83
NOTE- 102p.; Small print in appendixes.
CONTRACT- MDA-90381C-0446
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Occupational Surveys; *Reading Habits; *Reading Interests; Reading Materials; *Reading Research; Reading Skills; *Recreational Reading; Technological Advancement; Time on Task
IDENTIFIERS- *Job Literacy; *Job Related Reading

A reading activity inventory was administered to approximately 13% of the employees at one division of a high technology company in order to (1) assess the amount of time spent reading different content or topic areas, (2) assess the amount of time spent reading different types of materials, and (3) determine the prevailing uses for reading in terms of amount of time. The inventory was administered in two one-hour guided interviews. Three-way analyses of variance were run to address nine questions concerning the reading practices of these persons in different occupations and settings. It was found that the reading volume for specific contents, materials, and uses were each significantly influenced by the occupational categories and settings in which reading occurred. (Extensive tables and appendixes contain the reading inventory, reading profiles, statistics on the uses of reading, and types of materials read for work and leisure.) (HOD)

ED 265 513 CS 008 285

Guthrie, John; And Others
Relationships among Competencies and Practices of Reading. Reading Competencies and Practices. Technical Report #7. Final Report.

ED 265 526 CS 008 310

Bowman, Harry L.; And Others
Academic Remedial Training: A Language Skills Development Program for U.S. Navy Recruits.
PUB DATE- Oct 85
NOTE- 16p.; Paper presented at the Annual Meeting of the College Reading Association (29th, Pittsburgh, PA, October 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Education; Cognitive Processes; Language Skills; Postsecondary Education; Reading Improvement; Reading Programs; Reading Skills; *Remedial Instruction; Remedial Programs; Remedial Reading; Verbal Communication
IDENTIFIERS- *Naval Education and Training System; *Navy

Noting that the program is primarily a reading and verbal skills program for adult learners, this paper describes the Academic Remedial Training (ART) Program of the U.S. Navy. The first section of the paper discusses the historical background of the program. The second section describes the reading skills component and the verbal skills component of the program. The third section contains a profile of the recruit population, and the fourth section evaluates the success of the ART program. In summary, ART has been highly successful in remediating the deficiencies of recruits assigned to it, with success rates of 92 percent in 1981, 97 percent in 1983, and over 95 percent in 1984. (Tables of findings are included.) (DF)

ED 265 527 CS 008 312

Berger, Allen
Disguising the Issues in Education.
PUB DATE- Oct 85
NOTE- 7p.; Paper presented at the Annual Meeting of the College Reading Association (29th, Pittsburgh, PA, October 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Educational Policy; Educational

Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Language Processing; *Student Reaction; *Writing Exercises; Writing Improvement; *Writing Instruction; Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Writing Topics

Extending an earlier Donald Graves study by including students over seven years of age, this study identified relationships among the nature of writing tasks assigned by teachers and the written responses of elementary school students to those tasks. One class each at the third, fifth, and seventh grade levels provided eighteen sets of writing tasks and responses representing over 400 pieces of writing. Students' writings were analyzed for topic, territory, person, and mode of discourse. Results indicated that relationships do exist among the nature of writing tasks assigned by teachers and the written responses of students. For example, topics were always assigned as part of the writing task and students' writings reflected the assigned topics. Although territory, person, and mode were seldom specified in the assigned writing tests, when teachers did clearly state specifications for territory, person, or mode, students' writing reflected them. In addition to raising questions about aspects of the writing process, this study provides information that teachers can use to provide a wide range of writing activities for students. (DF)

ED 265 542 CS 209 504

Saur, Pamela S.
Teaching Rereading and Rewriting to "Basic Writers."
PUB DATE- 21 Sep 85
NOTE- 18p.; Paper presented at the Basic Writing Conference (St. Louis, MO, September 21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College English; English Instruction; Higher Education;

sharing experiences, and directing others' behavior; and chapter 7 discusses ways of assessing and fostering the ability of six- to eight-year olds to use language effectively in a variety of contexts. Chapter 8 presents a brief summary of procedures for assessing children's language, principles for fostering and assessing language, and the nature of language development in young children. Each chapter lists sources of related research, activities, or assessment methods. The volume concludes with a list of references, and author and subject indexes. (EL)

ED 265 555 CS 209 532

Galda, Lee, Ed.; Pellegrini, Anthony D., Ed.
Play, Language, and Stories: The Development of Children's Literate Behavior.
REPORT NO.- ISBN-0-89391-292-1
PUB DATE- 85
NOTE- 188p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; *Child Language; Cognitive Processes; Discourse Analysis; Early Reading; Family Role; *Knowledge Level; Language Acquisition; Language Processing; *Language Research; Language Skills; *Language Usage; Linguistics; Parent Child Relationship; *Play; *Preschool Children; Preschool Education; Reading Comprehension; Reading Skills; Role Playing; Second Language Learning; Social Development; Sociolinguistics; Speech Acts; Structural Analysis (Linguistics)

The question of the relationship between children's play and more formal, literate uses of language is explored in the 9 studies described in this volume. Chapter titles and authors are as follows: (1) "The Influence of Discourse Content and Context on Preschoolers' Use of Language" (Lucia A. French, Joan Lucariello, Susan Seidman, and Katherine Nelson); (2) "Being and Becoming: The Interface of Language and Family Role Knowledge in the Pretend Play of Young African American Girls" (Vonnie C. McLoyd, Shirley Aisha Ray, and Gwendolyn Etter-Lewis); (3) "Narratives in Preschoolers' Sociodramatic Play: The Role of Knowledge and Communicative Competence" (Jacqueline Sachs, Jane Goldman, and Christine Chaille); (4) "The Origins of Autonomous Texts in Play Boundaries"

Reader-Writer Transaction" by Dorothy Augustine and W. Ross Winterowd; (9) "Writing Based on Reading" by Marilyn S. Sternglass; (10) "How Do Users Read Computer Manuals? Some Protocol Contributions to Writer's Knowledge" by Patricia Sullivan and Linda Flower; (11) "Using Nonfiction Literature in the Composition Classroom" by Maxine Hairston; (12) "An Integrative Approach to Research: Theory and Practice" by Jill N. Burkland and Bruce T. Petersen; (13) "Combined Reading-Writing Instruction Using Technical and Scientific Texts" by Anne Eisenberg; (14) "Integrating the Acts of Reading and Writing about Literature: A Sequence of Assignments Based on James Joyce's 'Counterparts'" by Joseph J. Comprone; (15) "The Self and the Other in the Process of Composing: Implications for Integrating the Acts of Reading and Writing" by Katharine Ronald; and (16) "Reading and Writing as Liberal Arts" by Stephen N. Tchudi. A nine-page, annotated bibliography, compiled by Patricia L. Stock and Karen K. Wixson, concludes the volume. (HOD)

ED 265 569 CS 209 551

Graves, Donald; Stuart, Virginia
Write from the Start: Tapping Your Child's Natural Writing Ability.
REPORT NO.- ISBN-0-525-24347-X
PUB DATE- 85
NOTE- 237p.
AVAILABLE FROM- E. P. Dutton, Inc., 2 Park Avenue, New York, NY 10016 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Childhood Attitudes; Classroom Environment; Classroom Research; Elementary Education; Family Environment; Learning Processes; Parent Participation; Preschool Education; Reading Writing Relationship; *Teaching Methods; *Writing Instruction; Writing Processes; *Writing Readiness; *Writing Research

Based on a seminal classroom research project directed by Dr. Donald Graves, as well as on the experiences of numerous children, teachers, parents, and researchers around the world, this book shows what can happen when teachers and parents realize that every child can write. Although the book is the result of a collaboration, the two authors have chosen to preserve their separate voices: Virginia Stuart tells the story of the children

ED 265 583 CS 505 160

Bozik, Mary
The Use of Student Journals in the Basic Speech Course.
PUB DATE- Nov 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; Class Activities; Higher Education; *Speech Communication; *Speech Curriculum; Speech Improvement; *Speech Instruction; Speech Skills; Writing Skills
IDENTIFIERS- *Journal Approach; *Student Journals

The keeping of journals by students in the basic speech course is the focus of this paper, which is divided into three parts. Part 1 examines the benefits of journal use to students and teachers and points out that three types of learning can thus be encouraged: the development of thinking skills, personal growth, and content learning. It also contains an excerpt from one student's journals. Part 2 lists 12 reasons for using journals in class and contains guidelines for their use that answer questions about evaluation, length and frequency of assignments, and choice of topics. Part 3 provides specific suggestions for journal assignments that correspond to topics covered in most basic speech courses. (EL)

ED 265 584 CS 505 161

Broome, Benjamin J.
A Reconceptualization of Empathy and Its Role in Interpersonal Communication.
PUB DATE- Nov 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; Communication (Thought Transfer); *Concept Formation; Conflict; *Empathy; *Interpersonal

Organizational Mavericks and Innovation: A Triangulation Study of Culture.
PUB DATE- Nov 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Business Communication; *Communication Apprehension; *Communication Research; Employee Attitudes; *Organizational Communication
IDENTIFIERS- Organizational Behavior; *Organizational Culture; *Organizational Mavericks; Organizational Research

A study examined the communicative behavior of mavericks as they relate to innovation in organizations and the impact of such non-conforming behavior on organizational change. Two approaches were used: (1) studying organizational life from the cultural perspective and (2) collecting both qualitative and quantitative data. Subjects, 32 employees of a medium-sized midwestern corporation, completed a questionnaire measuring their communication style, apprehension, and eagerness to communicate with others across a variety of contexts. All subjects were also interviewed. Results indicated that organizational mavericks were more eager to communicate than non-mavericks and were less apprehensive about a number of communication situations. However, it appeared that skillful mavericks did not want to be identified as separate from the group, so loosely structured organizations were more likely to facilitate maverick behavior. (DF)

ED 265 600 CS 505 186

Smith, Robert W.
The Most Significant Rhetorical Work in French Is: L'Abbe Joseph Cyprien Nadal's "Dictionnaire d'Eloquence Sacree" (Paris: Migne, 1851).
PUB DATE- Nov 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

Sorenson, Larry Dean
Decision Making of Public School Superintendents: The Involvement of Subordinates and Others.
PUB DATE- Apr 85
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Elementary Secondary Education; Leadership Styles; Management Teams; *Participative Decision Making; Predictor Variables; Public Schools; *Superintendents
IDENTIFIERS- Idaho; Oregon; Situational Administrative Decision Making Invent; Washington

Public school superintendents consider situational and organizational variables when determining whether to involve others in decision-making processes. A sample of 240 superintendents from Washington, Oregon, and Idaho were sent the Situational Administrative Decision-Making Inventory. The sample was evenly divided geographically and by district size. The 184 respondents were presented with representative situations drawn from six topic categories: business, instruction, personnel relations, student relations, community relations, and noninstructional operations. Each situation included a short, medium, or long decision-making time frame. Respondents were asked to characterize each situation according to the extent to which they would make their decisions alone or with some degree of participation by others. The results were examined using analysis of variance. The data revealed that participatory modes were used more when time frames were longer and when districts were larger. Mean scores for the different situations suggested that only in rare cases do superintendents feel called upon to include others in decision-making formally, and even more rarely do they act with only minimal advice. The great majority of decisions, under all types of time constraints, tend to be made after a significant amount of input has been sought through informal means. (PGD)

ED 265 616 EA 018 085

Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Decision Making; Educational Needs; Elementary Education; *Instructional Materials; *Reading Materials; *Reading Material Selection; Reading Programs

Selecting elementary school reading program materials that will function as sharp and forceful teaching tools requires answering at least six basic questions: (1) What are the socioeconomic status, ages, and grade levels of the students concerned? (2) What do these students need to be taught? (3) Who are the resource people available and how will they be used? (4) Which books meet the school's general needs? (5) Do the component parts of the program assist with classroom organization? and (6) Which books should be adopted? This guide provides specific strategies to follow when answering these questions. The document suggests looking for programs with a common instructional core and an initial emphasis on phonics, and for program elements that expand the teacher's repertoire of skills, encourage flexible grouping of students, enable teachers to use both direct instruction and discovery learning, and help increase time on task. The selection committee is urged to submit its recommendations to the program's intended users for final review. Forms designed to aid decision-making at each stage of the selection process are included. (PGD)

ED 265 630 EA 018 114

Carnine, Linda
Teaching Basic Reading Skills in Secondary Schools.
Oregon School Study Council, Eugene.
PUB DATE- May 80
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Basic Skills; Cloze Procedure; Content Area Reading; Informal Reading Inventories; Reading Comprehension; Reading Diagnosis; *Reading Instruction; *Reading Skills; Reading Strategies; Secondary Education; Study Skills; *Teaching Methods; Vocabulary Development

This document presents diagnostic and prescriptive techniques that will enable teachers to enhance secondary school students' learning through reading in content areas. Three terms used in the document

ED 265 644 EA 018 134

Aufenanger, Stefan
Patterns of Interpretation and the Autobiographical Method--Some
Remarks for Educators.
PUB DATE- Feb 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autobiographies; Behavior Patterns; Elementary Secondary Education; Personal Autonomy; *Personality Assessment; *Self Evaluation (Individuals); Student Development; *Teacher Behavior; Teacher Responsibility; Teachers; Teacher Student Relationship

Teachers have the paradoxical dual responsibility of fostering children's personal autonomy while ensuring that the children follow necessary rules affecting their health, safety, and educational development. Unfortunately, it is not always easy to determine when children should be allowed freedom and when they need regulation, and on occasion teachers may overstep reasonable bounds in either direction. The teachers' behaviors in these cases may be seen as the results of interpreting the situations in question using patterns of response developed earlier in life. To understand why these situations are inappropriately interpreted, teachers must review their own pasts and identify the incidents that gave rise to those patterns of response, then analyze the reasons behind the relationships between the incidents and the response patterns. A promising tool for this self-study is the autobiography. Ideally the autobiographical text will consist of responses made during an interview, since the respondent is less likely under interview conditions to find ways to present the past in a self-serving light. The autobiographical material can then be analyzed by the teacher for clues to his or her present behavior. (PGD)

ED 265 645 EA 018 137

ED 265 658 EA 018 165

Manno, Bruno V.
Those Who Would Be Catholic School Principals: Their Recruitment, Preparation, and Evaluation.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 85
NOTE- 40p.
AVAILABLE FROM- Publication Sales, National Catholic Educational Association, 1077 30th Street, N.W., Suite 100, Washington, DC 20007-3852 ($8.00 prepaid; postage and handling charges will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Education; Administrator Evaluation; *Administrator Qualifications; Administrator Responsibility; *Administrator Selection; *Catholic Educators; Catholic Schools; Church Related Colleges; Elementary Secondary Education; Leadership Qualities; *Principals
IDENTIFIERS- National Catholic Educational Association

This booklet is produced by the National Catholic Educational Association (NCEA) for sponsors of programs that prepare people for the principalship of Catholic schools: archdioceses and dioceses, colleges and universities, and religious orders. After a brief introduction that describes recent changes in the ecclesiastical and organizational context of the Catholic school principalship, the first chapter recommends procedures for use in recruiting qualified program applicants and provides a list of required qualities and competencies. It also suggests procedures for screening and assessing qualified applicants, interviewing them, and making a decision. The second chapter lists curricular topics and NCEA resources for a Catholic principals' training program, and discusses various approaches to teaching and learning. The third chapter presents a policy and design for evaluation of both the candidate and the training program itself. The conclusion briefly discusses five additional items of concern for sponsors of a Catholic principals' preparation program: record keeping, resources (both material and human), participant recognition, participant placement, and geographical and financial accessibility. An appendix lists graduate programs in private/Catholic school administration at Catholic colleges and universities. (TE)

recommendations are (1) a look at the price tag; (2) a table indicating agencies responsible for implementing each recommendation; (3) a fictional scenario illustrating the benefits of these reforms for a teacher's career; (4) documentation of the process of developing the recommendations; (5) a list of commissioned research papers; and (6) a list of commission members. (TE)

EC

ED 265 673 EC 181 362

Thabet, Nancy; And Others
Research Based Program Development Model for Exceptional Learners.
West Virginia State Dept. of Education, Charleston.
PUB DATE- Apr 85
NOTE- 29p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985). For related documents, see ED 254 969 and EC 181 386.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education; *Gifted; *Models; *Program Development
IDENTIFIERS- *West Virginia

The conference paper examines West Virginia's process-product model used to develop educational programs for exceptional students (behavior disordered learners and intellectually gifted learners). The background of the program is discussed, and requirements of the state's master plan are outlined. Noted are findings and recommendations of task forces on the education of behavior disordered students and of gifted students. Task force reports address issues of philosophy, educational goals, curriculum goals, and program delivery. Recommendations for the task force on behavior disordered students include study of the needs of multihandicapped behavior disordered students, and the development prosthesis control using microprocessors precede abstracts of 24 self-contained audiovisual presentations, the majority of which address clinical issues. An author index is attached. (YLB)

ED 265 285 CE 042 937

Jecklin, Mary Jean; Fetter, Elizabeth A.

Needs of Older Employees and Retirees: Task Force Results of the Corporate Volunteerism Council of Minneapolis and St. Paul, Minnesota.

Corporate Volunteerism Council of Minneapolis/St. Paul, MN.; Honeywell, Inc., Minneapolis, Minn.

PUB DATE- 85

NOTE- 83p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Aging (Individuals); Business Responsibility; Financial Needs; Health Needs; Information Needs; *Needs; Needs Assessment; *Older Adults; Personnel Policy; *Preretirement Education; *Retirement; Retirement Benefits; *Volunteers

IDENTIFIERS- *Minnesota (Minneapolis); *Minnesota (Saint Paul); Older Workers

The Twin Cities-based Corporate Volunteerism Council (CVC) sponsored the development and administration of a survey and focus groups in May through August, 1985, to determine the needs of older people before and after retirement. Twenty-five members of the CVC answered the survey. They replied that most companies offer preretirement planning and health care, and that their retirees expressed needs for general retirement benefits, food and nutrition. People over age 85 also are concerned about institutional or other home care. The greatest unmet needs experienced by the elderly are emotional. Few employees work as volunteers to meet the needs of the elderly; however, structured retiree programs were seen as one way corporations can help their retirees. Respondents endorsed preretirement planning, and collaborative efforts with other companies, volunteer agencies, social service agencies, and individual employees before and after retirement. They were also in favor of providing leadership through public awareness projects for the elderly. Besides the survey of employers, two focus groups were conducted, one with 10 men and one with 10 women, aged 50-75. The groups focused on volunteerism,

the number of students who are actually granted status is quite small. No conclusions could be drawn from the information obtained in this study on the success of students with TAFE middle-level certificate backgrounds who have been admitted either with or without status to courses in higher education compared with students admitted in the traditional way, but, from the limited information available, such students seem to be reasonably successful. Recommendations were directed principally at obtaining more information on the performance in higher education of holders of TAFE middle-level certificates so that the current policies of the institutions might be liberalized further, and at ensuring that information concerning opportunities available to holders of TAFE middle-level certificates is readily available. (Author/KC)

ED 265 298 CE 043 175

Mageean, Pauline
Selection to Pre-Employment Trades Based Courses. Working Paper 5.
TAFE National Centre for Research and Development, Payneham (Australia).
REPORT NO.- ISBN-0-86397-336-1
PUB DATE- 85
NOTE- 78p.
AVAILABLE FROM- Thomas Nelson, P.O. Box 4725, Melbourne, Victoria, Australia 3001 (AU$6.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Access to Education; Admission (School); *Admission Criteria; Adult Education; *Apprenticeships; Aptitude Tests; College Entrance Examinations; Competitive Selection; Evaluation Methods; Foreign Countries; *Job Training; Postsecondary Education; Prerequisites; Prior Learning; *Selective Admission; Student Placement; Student Recruitment; Technical Education; *Trade and Industrial Education
IDENTIFIERS- *Australia

This paper looks at the selection of students in Australia for trades-based prevocational or pre-apprenticeship courses. Selections for two types of courses are considered in the paper: (1) pre-apprenticeship courses that focus on a particular trade area and usually lead to credit in only one apprenticeship course; and (2) prevocational courses that introduce the student to a number of trade areas and lead to credit in several

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Core Curriculum; *Electronic Equipment; Equipment Utilization; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Office Occupations Education; On the Job Training; *Organizational Communication; Postsecondary Education; Radio; Records (Forms); *Telecommunications; *Work Experience Programs
IDENTIFIERS- England; *Paging Devices (Radio)

This trainer's guide is intended to assist supervisors of work-based career training projects in familiarizing students with different types of radio paging systems (bleepers) that are used in departments where staff spend a considerable amount of time out of the office. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 313 CE 043 250

Clear as Mud. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-05-0
PUB DATE- 84
NOTE- 22p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Occupations; Foreign Countries; Job Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); Veterinary Medicine; *Work Experience Programs
IDENTIFIERS- England; *Sheep

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students gather and record information about sheep breeding, learn about treatment of diseases, prepare the lambing area, and assist with the aftercare of lambs and ewes. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

ED 265 328 CE 043 265

Calculating the Profitability of Christmas Turkeys Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-20-4
PUB DATE- 84
NOTE- 19p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Production; *Animal Husbandry; Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Microcomputers; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England; *Turkeys

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students explore the effects of changing circumstances on a turkey farm and use a

(Forms); *Safety Education; *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students to analyze and categorize work accidents, to look for potential hazards, to find out about safety training, and to organize a work safety campaign. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

ED 265 344 CE 043 281

Working in a Hose Building Factory. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-49-2
PUB DATE- 84
NOTE- 23p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; *Entry Workers; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Manufacturing; Manufacturing Industry; On the Job Training; Postsecondary Education; Productivity; Records (Forms); *Work Experience Programs
IDENTIFIERS- England; *Marine Hoses

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students learn about the operations of a marine hose factory, requisition supplies, rewarp nylon binders, determine the cost of material depreciation, communicate with coworkers, and learn about health and safety

*Mechanics (Process); *Military Training; Postsecondary Education; Programed Instructional Materials; Test Items; Units of Study; Workbooks
IDENTIFIERS- Air Force

This packet contains learning modules designed for a self-paced course in aircraft environmental systems mechanics that was developed for the Air Force. Learning modules consist of some or all of the following materials: objectives, instructions, equipment, procedures, information sheets, handouts, workbooks, self-tests with answers, review section, tests, and response sheets. Topics covered in the learning modules are the following: air conditioning system, temperature control system, air supply, wiring, anti-icing system, maintenance management, inspection system, maintenance system, technical order system, aircraft hardware, Ohm's Law, series circuits, parallel circuits, series-parallel circuits, relays, DC motors, temperature-controlling bridge circuits, temperature control circuits wiring, alternating current, capacitance, inductance, AC motors, solid state devices, magnetic amplifiers, trainer aircraft air conditioning systems, decade resistors, fighter bleed air systems, temperature control panel, windshield temperature control circuit, rain removal system, and refrigeration system. (KC)

ED 265 359 CE 043 316

Aircraft Pneudraulic Systems Mechanic (AFSC 42354).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 16 Mar 84
NOTE- 727p.
LANGUAGE- English
EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Aviation Mechanics; Behavioral Objectives; Correspondence Study; Engines; Equipment Maintenance; Equipment Utilization; *Hydraulics; Instrumentation; Learning Activities; *Mechanics (Process); Military Personnel; Military Training; Postsecondary Education; *Power Technology; Recordkeeping; Records (Forms); *Technical Education
IDENTIFIERS- Air Force; *Pneudraulics; *Pneumatics

This four-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for aircraft pneudraulic systems mechanics. Covered in the individual volumes

ED 265 374 CE 043 349

Solomon, Janet Stern
Re-employment for Dislocated Workers: The Jobs Training Partnership Act Experience in Maryland.
PUB DATE- 85
NOTE- 31p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Cooperative Planning; Cooperative Programs; Coordination; *Dislocated Workers; Educational Cooperation; *Employment Programs; Federal Legislation; Financial Support; Job Placement; Participant Characteristics; Postsecondary Education; Program Content; Program Effectiveness; *Retraining; *School Business Relationship; *Statewide Planning
IDENTIFIERS- *Job Training Partnership Act 1982; *Maryland; Reemployment

A study examined the effectiveness of Title III of the Job Training Partnership Act (JTPA) in providing employment and training assistance for dislocated workers in Maryland. Four areas--participants, program content, funding, and performance--were assessed. Despite its imperfections, JTPA seemed to do a good job of establishing a partnership of public agencies, employers, and labor representatives. More reemployment training than occupational skills training was being conducted under Title III, and eligible candidates were choosing immediate reemployment rather than 6 to 12 months of skills training, even though this frequently meant making transitions from manufacturing jobs with generous compensation packages to service sector jobs with low wages and limited benefits. It was concluded that deleting the currently existing restriction against receiving unemployment benefits while participating in JTPA-funded retraining could enable far more trainees to afford the longer-term solution than is now the case. If success is defined as placements into unsubsidized employment, the Maryland program has certainly been successful. Of the 761 persons who terminated their participation in JTPA-funded reemployment training in fiscal year 1984, 502 (66 percent) reported entering unsubsidized employment. The JTPA performance orientation seems to result in higher unsubsidized employment rates than did the Comprehensive Employment and Training Act (CETA), although CETA did not maintain separate records for dislocated workers. (MN)

information from other sites, including staff questionnaires; a list of suppliers; and a schedule of site visits for the project. (YLB)

ED 265 388 CE 043 396

National Retired Senior Volunteer Program Participant Impact Evaluation. Final Report.

Booz Allen and Hamilton, Inc., Washington, D.C.

SPONS. AGENCY- ACTION, Washington, D.C.

PUB DATE- Sep 85

NOTE- 120p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Citizen Participation; Comparative Analysis; Longitudinal Studies; National Programs; *Older Adults; *Participant Characteristics; *Participant Satisfaction; Program Effectiveness; Quality of Life; *Retirement; Tables (Data); *Volunteers

IDENTIFIERS- Impact Studies; *Retired Senior Volunteer Program

A study examined the long-term effects of participation in the Retired Senior Volunteer Program (RSVP) on participants from 20 RSVP projects nationwide. Three rounds of interviews were conducted. In Round 1, 750 volunteers were interviewed: 595 veteran volunteers and 155 new volunteers. In Round 2, 792 volunteers were intereviewed: 175 new volunteers and 617 volunteers from the earlier round. In Round 3, 677 volunteers were reinterviewed. Data from these interviews were then compared to data collected from the General Accounting Office's longitudinal study entitled "The Well-Being of Older People in Cleveland, Ohio." The RSVP was found to appeal to a broad spectrum of the American public. Compared with the Cleveland cohort, RSVP attracts a healthier group of senior citizens, and continued involvement in RSVP is associated with improved or stable levels of functioning. Continued program participation is associated with participants' enhanced sense of well-being and outlook on life and may stave off the effects of aging. RSVP volunteers also provide meaningful services and contribute indirectly to the national work force. Program effectiveness may be increased by lowering first-year attrition rates. (Appendixes to this report include a glossary, a detailed description of the study design and methodology, sample attrition data, panel composition data tabulations, information on the

IDENTIFIERS- *Taiwan

Computerized school administration has become one of the most crucial innovations in vocational education in Taiwan in the Republic of China. As these educators begin to design or purchase computerized information systems for their own schools, they must first define their specific information needs. Next, they should pay attention to interrelationships among all the data subsystems in their information systems so as to avoid data redundancy. Care should be taken so that the system is designed in a way that will generate information in a format that meets pertinent regulations and rules. All persons who will use the system, including data processing personnel, faculty members, clerks, and department heads, must work jointly to set up the system, and appropriate training for the end users of the system must be designed and provided. The information system itself should be divided into the following subsystems: personnel, learning resources, student services, facilities and equipment, finance, and instruction. Finally, efforts should be made to (1) help school personnel adjust to the change in organizational climate that will undoubtedly arise after the computerized system is introduced and (2) develop and maintain procedures to provide information security and protect individuals' and organizations' rights to privacy. (MN)

ED 265 403 CE 043 433

Lucas, Sam

A Study of Student Career Choices in Three High Schools of the Upper Cumberland Region of Middle Tennessee.

PUB DATE- 7 Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Career Education; Educational Research; High Schools; *High School Students; *Influences; *Teacher Education

A study determined what careers 11th- and 12th-grade students have chosen and who was the greatest influence in their choices. It identified the following: (1) career choices teachers selected for the most able student; (2) career counseling roles for school

students; the do's and don'ts of implementing collaborative programs; cooperative and experiential learning--is it worth the time away from the classroom; preparing for the changing skill demands of the workplace--closing the gap through collaboration; technological skills--how schools and businesses can meet the challenge together; collaboration in job search, guidance, and placement--"win-win" strategies for students and employers; handicapped populations--collaboration equals access and success; and retraining and adult transitions--revitalizing our work force through collaboration. Other contents are background information on the moderators and panelists and a directory of participants. (YLB)

ED 265 416 CE 043 467

Laboratory Analysis within the Vocational Technical School as Adapted from a Guide to Job Analysis by the U.S. Department of Labor.

Gateway Technical Inst., Racine, WI.

PUB DATE- Jun 85

NOTE- 50p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Access to Education; Disabilities; *Exceptional Persons; *Job Analysis; Job Skills; *Laboratories; Laboratory Equipment; Laboratory Procedures; *Laboratory Training; *Mainstreaming; Secondary Education; Special Education; Student Characteristics; *Vocational Schools

The importance of analyzing laboratory situations in a technical school special needs area is increasing rapidly. Such a system is essential for objectively analyzing the content of laboratories and describing the tasks performed there in a standardized and easily understood manner. The laboratory description can be easily used to provide program placement information to advisors of special needs students. It becomes a basic document for special needs staff orientation and student assessment. The laboratory analysis used in this document was based on a job analysis technique developed by the U.S. Department of Labor. This system identifies and describes in a systematic, succinct manner the following components: (1) what the student is required to do in the laboratory in terms of activities or functions; (2) how the laboratory activities are done--the methods, techniques, or processes involved, and the devices used; (3) student characteristics--the skills, knowledge,

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Age Differences; *Family Income; *Family Status; Interpersonal Relationship; *Marriage; Mate Selection; Motivation; *Spouses

The term "gold digger" is often applied to women and to the younger spouse in marriages with unconventional age diffferences. While this follows the view that women derive their class position from their husbands, the status gain or loss in age heterogamous studies has not been empirically tested. To examine status gain or loss in these marriages, 3,609 age homogamous and heterogamous couples were compared in terms of how the family's current status was related to measures of each of the spouse's inherited and achieved status and the contribution these make to explaining variance in income. Subjects were divided into four groups in which: (1) wives were 4 or more years older than their husbands; (2) husbands and wives were separated by no more than 3 years of age difference in either direction; (3) husbands were 4-10 years older than their wives; and (4) husbands were 11 or more years older than their wives. Data on subjects from the 1976 wave of the Panel of Income Dynamics was subjected to hierarchical multiple regression analysis which revealed that the status of the older spouse did not make a more important contribution toward explained income. For these subjects, in fact, the younger wife's status contributed more toward explained income than did the older husband's status. These findings suggest that the notion that age heterogamy in marriage represents a channel of upward mobility for young women married to older men needs systematic reexamination. (NRB)

ED 265 430 CG 018 753

Keeping Students in School. Dropout Data, Research, and Programs.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Jul 85
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Failure; Attendance; *Dropout Prevention; Dropout Rate; *High Risk Students; High Schools; *High School Students; Motivation; *Potential Dropouts; School Guidance; Student

hypotheses and the orientation effect was extended from visual to auditory attention. Because both hemisphere activation and perceived control influenced optimism, Experiment 2 (N=37) was performed to test the hypothesis that manipulated hemisphere activation would alter trait control as measured by several scales. The data failed to support the hypothesis, but produced an unexpected finding that the correlations among the different scales were significantly higher during left than during right hemisphere activation, lending support to consistency as a mediator of the lateralized optimism effect. In Experiment 3 (N=43), the manipulation produced higher perceived control over the outcome of future events during relative right hemisphere activation than during left, in male but not female subjects. (Methods and results for all three experiments are detailed and an extensive list of references is provided.) (Author/NRB)

ED 265 443 CG 018 767

Johnson, Colleen Leahy; Barer, Barbara
Marital Instability and the Changing Kinship Networks of Grandparents.
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- Nov 85
NOTE- 22p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
GRANT- 1R01-AG05348; 1R01-MH/AG-31907
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Divorce; *Extended Family; Family Problems; *Family Relationship; *Family Structure; *Grandparents; *Kinship; Marital Instability; Remarriage; Sociocultural Patterns
IDENTIFIERS- Blended Families

Divorce and remarriage may pose special problems for the grandparent-child-grandchild relationship. The kinship relationships after divorce have not been institutionalized; there are not generally accepted forms of behavior. To examine the role of grandmothers in the divorce of their children, 50 parent-grandmother pairs were interviewed. The sample came from white, middle-class families; one-half consisted of maternal grandmothers and the other half was made up of paternal

ED 265 456 CG 018 780

Grimes, Jeff, Ed.; Thomas, Alex, Ed.

Psychological Approaches to Problems of Children and Adolescents. Volume II.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
PUB DATE- 85
NOTE- 432p.; For Volume I, see ED 232 082.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Behavior Problems; *Children; Decision Making; Diseases; Elementary Secondary Education; *Emotional Problems; School Counselors; Screening Tests; Seizures; Sexual Abuse; *Stealing; *Vandalism
IDENTIFIERS- *Arson; Headaches; Oppositional Behavior; Shyness

This document contains articles addressing a variety of psychological and behavioral problems of adolescents and children and is intended as a resource tool for school psychologists. Articles include background information, approaches regarding assessment of the behavior of concern, intervention possibilities, monitoring methods, and references. The articles are: (1) "Firesetting in Children and Youth," by M. Carol Sensor; (2) "Educational Implications of Overdependency," by Lyle J. White; (3) "Chronic Illness in Childhood and Adolescence: Considerations for School Personnel," by Margaret L. Potter; (4) "Stealing," by R. Michael Weger; (5) "Child Sexual Abuse," by Harvey A. Disenhouse; (6) "Sleep Disorders," by Bruno A. Bielat; (7) "Decision Making Quandries for Children and Adolescents," by Deborah A. Hill; (8) Preschool Screening Programs: A Challenge for Decision Makers," by Barry J. Wilson; (9) "Oppositional Behavior," by Mary Grace Percival; (10) "Vandalism and Property Destruction: School Psychological Services to Meet the Challenge," by Stewart Ehly; (11) "Headache - Considerations for the School Psychologist," by Larry Gile; (12) "Shy-Withdrawn Patterns of Behavior," by John C. Polifka and Sharon Polifka; and (13) "Seizure and Convulsive Disorders," by David Happe. (ABL)

Grandparents' Rights. Report from the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. To Accompany H. Con. Res. 67.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- House-R-99-52-Pt-1
PUB DATE- 22 Apr 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)
DESCRIPTORS- *Divorce; *Family Relationship; *Grandchildren; *Grandparents; *Parents; *State Legislation
IDENTIFIERS- Congress 99th; *Visitation Rights

This document is a report on a resolution recommending that states develop and adopt a Uniform Grandparent's Visitation Act which would allow grandparents to petition state courts for the right to visit their grandchildren after the dissolution of the grandchildren's parents' marriage (by divorce, separation, or death). The resolution calls for technical assistance in developing a Best Interest of the Child standard by the National Center for Child Abuse and Neglect and the Administration on Aging. The justification for this legislation is the lack of uniformity in existing state laws and the vagueness of these laws. It is further reported that this resolution entails no federal costs and thus no inflationary impact. (ABL)

ED 265 471 CG 018 795

Crisis in Health Care: The Missouri Experience. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (Jefferson City, MO).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-503
PUB DATE- 29 Mar 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Delivery Systems; Hearings; *Medical Services; *Older

Judiciary.
REPORT NO.- Senate-Hrg-99-250
PUB DATE- 30 Apr 85
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; Conflict Resolution; *Government Role; Hearings; High Risk Persons; Human Services; Intervention; *Prevention; *Suicide; Youth Programs
IDENTIFIERS- *Congress 99th

This document provides witnesses' testimonies and prepared statements from a Congressional hearing on the roles of the federal government and of the Juvenile Justice and Delinquency Prevention Office in preventing youth suicides. Opening statements are included from four Senate committee members and statements are given by the Assistant Secretary for Human Development Services of the Department of Health and Human Services, and by the Deputy Director for Special Projects and the Chief of the Suicide Research Unit from the National Institute of Mental Health. Testimony is also included from the president of the American Association of Suicidology, the cochairperson of the National Committee for Youth Suicide Prevention, and the director of the Youth Suicide and Crisis Prevention Center of San Mateo County, California. The incidence of youth suicides, its possible causes, and ways of identifying possible victims are discussed. Suggestions are made for recognizing suicidal youth and for reaching out to prevent suicide on individual, community, and national levels. Current research efforts are detailed and allocation of additional funding for research is urged. Legislation declaring June 1985 as Youth Suicide Prevention Month is included. The seriousness of the problem and the need for national attention to and programs for the problem are emphasized throughout this document. (ABB)

ED 265 486 CG 018 810

Marsh, D. T.
A Counselling Model for Managers in Further and Higher Education. Coombe Lodge Working Paper. Information Bank Number 1737.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Jul 82
NOTE- 9p.
LANGUAGE- English

AVAILABLE FROM- American Library Association, Publishing Services, 50 East Huron St. Chicago, IL 60611 ($17.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Cultural Education; Elementary Secondary Education; Fiction; *Geographic Regions; Instructional Materials; Nonfiction; *Reading Materials; *Resource Materials; Social Studies; *Supplementary Reading Materials; United States History
IDENTIFIERS- *New England

Focusing on readable books for young people about New England and on available materials around which to develop local history and social study units, this annotated bibliography addresses both the recreational reading interests and the research needs of young people. Titles are categorized according to: (1) literature type (fiction; folktales; poetry, drama, and music; biography and personal accounts; and other informational books); and (2) the New England state providing the setting for each title. Each entry includes bibliographic data, suggested grade range, and a brief quotation from the book to identify style, theme, strong characterization, or mood, followed by an annotation that indicates the book's content, scope, and regional value. A directory of regional publishers and local book sources, and author-title and subject indexes are included. (EL)

ED 265 500 CS 008 261

Kreigh, Helen, Ed.
Star Spangled Summer: 1986 Wisconsin Summer Library Program Manual. Bulletin No. 6257.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jan 86
NOTE- 229p.; Pages 10, 103 and 109 contain copyright material and have been removed.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Audiovisual Aids; Bibliographies; Childrens Literature; *Community Programs; Cooperative Programs; Elementary Education; Human Resources; Individualized Reading; *Library Services; Public Libraries; Reading Materials; Reading Material Selection; *Reading

International Reading Association, Newark, Del.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Sep 84
NOTE- 172p.; Photographs contained in appended material may not reproduce clearly.
CONTRACT- MDA-90381C-0446
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Cognitive Processes; Electronic Technicians; Engineers; Ethnography; Job Skills; *Reading Ability; Reading Comprehension; *Reading Interests; *Reading Research; *Reading Strategies; *Reading Tests; Test Construction
IDENTIFIERS- Job Literacy; *Reading Uses

A study was conducted to construct measures of reading competencies that are frequently needed in an occupational environment and to describe the influence of the components of reading practice on these competencies based on the conceptual framework of ethnographic psychology. The reading practices of 25 electrical engineers and 30 electronic technicians were quantified in terms of the number of minutes per month spent reading journal articles, manuals, and schematics. Simulations of reading these materials for general knowledge, specific information and for evaluation purposes were constructed. Results showed that performances on these simulations were moderately correlated for the technicians and uncorrelated for the engineers. Reading practices were independent of each other for both groups. Three out of four specific competencies were predicted from the specific practices that were expected to facilitate them, and these competencies were not associated with other practices that differed in the materials and uses of reading. Six appendixes, which make up nearly half of the document, contain copies of measures used in the study along with related reading materials, most of which are illustrated with diagrams and photographs. Eleven data tables and an extensive reference list are also included. (Author/FL)

ED 265 514 CS 008 286

Baumann, James F.
Anaphora in Basal Reader Selections: How Frequently Do They Occur?
PUB DATE- Dec 85
NOTE- 18p.; Paper presented at the Annual Meeting of the National

Trends; Elementary Secondary Education; Government Role; Learning Disabilities; *Literacy; Phonics; *Politics of Education; Reading Instruction; Textbooks; Writing Instruction
IDENTIFIERS- *Educational Issues; Thinking Skills

None of the current issues in education have much to do with education; they are politically, socially, or economically based, and opinions tend to be presented as facts. For example illiteracy statistics are inflated. Virtually all children have the opportunity to learn to read and write at school, and the majority of them do. Neither is the adult literacy problem an epidemic. Bilingualism in the schools has also become politicized, and those making pronouncements on bilingual education are not necessarily experts in the field. Students with so-called learning disabilities and dyslexia can be helped more by instruction than by the mislabeling that brings more funds into the schools. Rudolf Flesch has kept the phonics issue alive, but teaching phonics to children who already know how to read is like teaching the basics of driving to people who know how to drive. Because of the increase in working mothers, there is a trend toward earlier formal education with a focus on reading, although the benefits of such instruction are not proven. Schools spend money on word processors for composition instruction to improve thinking skills, when it is clear thinking that leads to clear writing. Finally, textbook publishers rush to respond to the politics of the states with the largest textbook contracts. Nevertheless, what many in education have been saying for years is now being said by persons in power. If educational issues are put into a proper, realistic perspective, they can be solved. (HTH)

ED 265 528 CS 008 313

Decker, Barbara Cooper
Aliteracy: What Teachers Can Do to Keep Johnny Reading.
PUB DATE- 85
NOTE- 17p.; Paper presented at the Annual Louisiana State University-S Education Forum (Shreveport, LA, 1985) and at the Southeastern Regional Conference of the International Reading Association (11th, Nashville, TN, November 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

*Revision (Written Composition); *Writing Improvement; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Basic Writing

A major goal in teaching basic writers is to show them the importance of revision in the writing process, specifically revision for correctness (correcting), for creating content (adding), and for cutting out inessential material (subtracting). Revising for correctness includes varying or limiting the assigned revision tasks, varying the length of writing and revision assignments, assigning several distinct tasks of reading and revision of a single piece, varying the timing of rereading or the amounts reread, assigning collaborative rereading and rewriting, suggesting rereading aloud, intervening directly in the rereading and rewriting process, and using the holistic process of rereading for errors. Revising for creating meaning and content begins with helping students find good topics to work on, then uses oral or written brainstorming sessions to show how topics can be narrowed or broadened. Some aspects of revision by adding meaning include supplying examples or details left out, adding specific information to support generalizations, straightening out problems of logic, or otherwise clarifying a text. Along with adding meaning, revisers must cut out nonessential material, which includes removing "deadwood"--words or details that are vague, roundabout, repetitive, obvious, unnecessary, or contradictory. (EL)

ED 265 543 CS 209 505

Blake, Robert W.
Reading Literature: Integrating Close Reading, Responding, and Writing--A Model for Teaching.
PUB DATE- 81
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Literary Criticism; *Literature Appreciation; *Metaphors; Reader Response; Reading Material Selection; Student Evaluation; *Teaching Methods

Noting National Assessment of Educational Progress findings that indicate students have difficulty analyzing literature, this paper presents a model for teaching students the process of reading and responding to literature in an orderly manner. Following an

(Dennis P. Wolf and James Pusch); (5) "Relations Between Preschool Children's Symbolic Play and Literate Behavior" (Anthony D. Pellegrini); (6) "Preschool Children's Narratives: Linking Story Comprehension, Production, and Play Discourse" (Marilyn Guttman and Carl H. Frederiksen); (7) "Play Beyond Play: Its Role in Formal Informative Speech" (Mary Ann Evans); (8) "Narrative Play in Second Language Learning" (Shirley Brice Heath with Hey-Kyeong Chin); and (9) "Assessing Children's Knowledge About Book Reading" (Catherine Snow, Debra Nathan, and Rivka Perlman). Author and subject indexes are included. (EL)

ED 265 556 CS 209 533

Farr, Marcia, Ed.
Advances in Writing Research, Volume One: Children's Early Writing Development. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
REPORT NO.- ISBN-0-89391-179-8
PUB DATE- 85
NOTE- 349p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($29.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Early Reading; Elementary Education; *Language Acquisition; *Learning Processes; Reading Skills; *Writing (Composition); Writing Instruction; Writing Processes; *Writing Research; *Writing Skills; Written Language
IDENTIFIERS- *Writing Readiness

Recent research on children learning to write, coming from a mix of disciplines (English education, linguistics, psychology, anthropology, and rhetoric), is described in this volume. The introduction, by Marcia Farr, emphasizes how the research contributes to understanding (1) of research methodology and theoretical frameworks, and (2) of children's writing development, using a conceptual framework that views writing as language, writing growth as development, and writing as varying according to context. The titles and authors are as follows: "The Social Foundations of Children's Early Writing Development" (Robert Gundlach, Joan B. McLane, Frances M. Stott, and Gillian Dowley McNamee); "Individual Differences in Emerging Writing" (Anne Haas Dyson); "Kindergarteners as Writers and Readers" (Elizabeth who have discovered the joys of writing, and of the parents and teachers who have helped them make that discovery. Drawing on his years of experience as a researcher, educator, and parent, Donald Graves adds a running commentary as that story unfolds, and his remarks appear throughout the book, indented and in italics. Among the observations in the book are (1) how parents and teachers can work together to improve writing instruction in the schools, (2) ways for parents to encourage their children's interest in reading and writing at home, (3) the social and intellectual climate that enhances children's natural desire to learn, (4) how children's writing reveals the information that parents and teachers need to help them learn, (5) how the splinter-skill "component approach" to teaching so prevalent in schools today actually hinders growth, and (6) how teachers have discovered their own writing abilities for the first time while working with young writers. (HTH)

ED 265 570 CS 209 553

Gaziano, Cecilie

Neighborhood Newspapers and Neighborhood Leaders: Influences on Agenda Setting and Definitions of Issues.

PUB DATE- 16 Nov 84

NOTE- 41p.; Paper presented at the Meeting of the Midwest Association for Public Opinion Research (Chicago, IL, November 16, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Leaders; Comparative Analysis; *Educational Background; *Influences; *Local Issues; Low Income Groups; *Media Research; Neighborhoods; Newspapers; Press Opinion; *Public Opinion; Social Problems; Urban Problems

IDENTIFIERS- *Agenda Setting

Assuming that neighborhood newspapers and neighborhood leaders are among the most important influences on neighborhood residents' issue agendas and definitions of issues, a study examined some of these influences by interviewing a random sample of 239 residents of a low income, urban neighborhood in Minneapolis. In addition, a purposive sample of 52 leaders of neighborhood organizations who had an interest in one or more of four issues was interviewed. Residents and leaders were asked to identify the neighborhood's most important problems or issues. Among the issues of greatest concern were crime, housing, physical appearance of the

Communication; Interpersonal Competence; Models; Perspective Taking; Speech Communication

Although the role that empathy plays in communication transactions is an important one, there is a great deal of confusion surrounding that term as it is used in the field of communication. Empathy may be best defined as a process consisting of 3 stages: (1) decentering, which requires a shift in focus or multiple perspectives; (2) role-taking, which consists of perceptual and conceptual processes and the affective state; and (3) communication, which is nonevaluative, problem oriented, and receptive, and indicates commitment. Characteristics of the empathic process include viewing it as a series of successive approximations, requiring the integration of cognition and affect, making possible the bridging of differences, and being influenced by variables in the communication process. Understanding the empathic process is an important part of being able to deal with differences people encounter throughout their lives. (DF)

ED 265 585 CS 505 163

Cohen, Allan S.
Developing and Administering a State-Wide Speech Placement Testing Program.
PUB DATE- 8 Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Admission (School); Educational Diagnosis; Educational Policy; Higher Education; *Speech Communication; Speech Curriculum; State Programs; Student Evaluation; *Student Placement; *Test Construction; *Testing Programs; Test Validity
IDENTIFIERS- *Placement Tests

Placement testing programs are generally designed to place students into courses for which they are best prepared, to reduce administrative costs due to students dropping and adding courses because of poor placement decisions, and to provide faculty with information concerning students' levels of preparation well in advance of the first day of classes. The objectives of such programs are to provide students with an easily accessible place to

DESCRIPTORS- *French Literature; Persuasive Discourse; Public Speaking; Rhetoric; *Rhetorical Criticism; Speech Communication; Speeches; Verbal Communication
IDENTIFIERS- Dictionnaire d Eloquence Sacree (Nadal)

Joseph Cyprien Nadal's "Dictionnaire d'Eloquence Sacree" is an outstanding work because of Nadal's thorough treatment of all the elements young speakers should know as they embark on a platform career. The most important of these elements are invention, disposition, style, memory, and delivery. In addition, the book discusses five duties of the Christian orator, provides sound advice on impromptu speaking, offers original ideas on argumentative disposition, serves as a model for publishing a multivolume rhetorical encyclopedia, and cautions preachers about plagiarism. Such information is invaluable to all speakers. (DF)

ED 265 601 CS 505 187

Schwartz, Yvette K.
Undergraduates as Adult Communicators: A Life Skills Model for Curriculum Change.
PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; College Students; *Communication (Thought Transfer); *Daily Living Skills; Higher Education; Learning Processes; Models; Speech Communication; *Speech Curriculum; Speech Instruction; *Undergraduate Students
IDENTIFIERS- *Adkins Life Skills Structured Inquiry

The population of college students contains an increasing number of students who are over 25 years old. Therefore, more adult-focused courses in communication are needed because adults tend to be interested in communication problems rather than communication subjects and value learning that makes use of their experiences. One model that fulfills those requirements and could be used as the basis for curriculum change is the Adkins Life Skills Structured Inquiry learning model. This model consists of four stages: (1) Stimulus Stage, in which students are stimulated to learn by a provocative presentation; (2) Evocation Stage, in which goals for the curriculum are established; (3) Objective Inquiry Stage, in

Coffin, Gregory C.
Minimum Computer Knowledge for Elementary Principals.
PUB DATE- 18 Oct 85
NOTE- 16p.; Paper presented at the Annual Meeting of the New Hampshire Association of School Principals/Joint Educational Council Conference (Manchester, NH, October 17-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Computer Literacy; Educational Administration; Educational Change; Elementary Education; *Microcomputers; *Principals; Technological Advancement; Trend Analysis
IDENTIFIERS- *Computer Uses in Education

The continuing growth of computer understanding and use by educators makes it imperative for elementary school principals to become computer literate. Teachers' knowledge and skills relating to computers are increasing; computer costs are declining and computers becoming more readily available; software is improving in response to demand; and the microcomputer is making its presence felt as an effective teaching tool. To be able to respond to the school's increasing use of and need to use computers, principals must have a basic working understanding of both the school's computer hardware and the software that is available for that hardware. The principal should be able to assess such factors as hardware costs, capacities, and uses, and software's availability, compatibility with hardware, quality, and relevance to educational or administrative goals. Principals should read at least one computer education journal regularly to keep up on developments in the field. With computer literacy, principals can increase their control of budgeting, office administration, and instructional leadership. (PGD)

ED 265 617 EA 018 086

Davidman, Leonard; Chiarelott, Leigh
Analyzing Diverse Learning Style Conceptions and Approaches: A Synthesis of Learning Style Informed Education.
PUB DATE- 31 Mar 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American

are defined in Section I: "vocabulary skills" include word attack skills, sight word skills, and word meanings; "comprehension skills" are literal, inferential, and critical in nature; and "study skills" focus on using appropriate study strategies, reading speeds, and information location and selection skills. Section II reviews diagnostic procedures that allow teachers to match appropriate materials with students' entry vocabulary and comprehension. The Cloze procedure and the use of informal reading inventories are covered. Section III presents material on vocabulary instruction, discussing guided reading strategy, vocabulary building methods, dictionary use, contextual analysis, word attack strategies, diagnosis, instructional design, and presentation. Section IV covers aspects of comprehension instruction: matching students and materials, establishing purposes, reviewing and synthesizing, and utilizing questioning methods. Study skills instruction is the topic of the fifth and final section. Subtopics presented are: utilizing organizational features, surveying the selection, using graphic aids, asking questions, adjusting reading rates, reading and reviewing the materials, using study guides and time saving techniques, and employing peer tutoring. (PGD)

ED 265 631 EA 018 117

Savard, William G.; Cotton, Kathleen
Curriculum Alignment: Topic Summary Report. Research on School Effectiveness Project.
Northwest Regional Educational Lab., Portland, OR. Audit and Evaluation Program.
SPONS. AGENCY- Alaska State Dept. of Education, Juneau. Office of Planning and Research.
PUB DATE- Aug 82
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); Content Analysis; Curriculum Evaluation; Educational Objectives; Elementary Secondary Education; Higher Education; Instructional Development; *Instructional Improvement; Mastery Learning; *School Effectiveness; Testing
IDENTIFIERS- *Alaska School Effectiveness Project; *Curriculum Alignment

Curriculum alignment means determining precisely what is intended

Financing Education in Minnesota, 1985-86. A Report by the Minnesota Senate Education Committee.
Minnesota Senate, St. Paul. Education Committee
PUB DATE- Aug 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Categorical Aid; *Educational Finance; Elementary Secondary Education; Equalization Aid; Foundation Programs; Property Taxes; School Taxes; *State Aid; State School District Relationship; Tax Rates
IDENTIFIERS- *Minnesota

The formulas used to determine the financial support available to Minnesota's school districts from the state are presented in this booklet along with examples of their application in a hypothetical district. The booklet first reviews a number of terms used in discussing Minnesota's aid program, then describes the foundation programs and categorical programs available. The foundation programs are funded through a combination of state aid and local property taxes, and include basic foundation aid, a cost differential allowance, minimum aid, shared-time aid, summer program aid, a declining enrollment allowance, and four additional tiers of aid replacing previous state aid programs. The booklet explains how each of these aid sources is tapped, how state and local contributions to each are established, how present aid components and previous programs compare, and how the elements of the aid formulas are determined. Categorical aid programs covered in the booklet provide support for capital expenditures, community eudcation, early childhood family education, programs for the gifted and those limited in English proficiency, interdistrict cooperation, special education, transportation, vocational programs, and other programs. The booklet concludes with discussions of property tax relief, property tax levies, district operating revenues, and educational finance appropriations. (PGD)

ED 265 646 EA 018 142

Al-Rubaiy, Abdul A.
Current Voices of Reforms in American Education: Ethnocentrism or Globalism.

ED 265 659 EA 018 166

Angus, Lawrence B.
Human Action and Social Structure in the Study of Schools as Organisations.
PUB DATE- 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Philosophy; *Educational Sociology; Elementary Secondary Education; Foundations of Education; Marxian Analysis; Organizational Objectives; *Organizational Theories; Politics of Education; Research Needs; Research Problems; *Socialization; *Social Theories; Systems Approach

This paper presents a critique of various theoretical traditions in the study of schooling. Both the predominant liberal tradition of social and educational theory, with its roots firmly in structural functionalism and human capital theory, and the more radical reproduction tradition, which builds largely on Marxian and Weberian analyses of society, are found to be inadequate in enabling satisfactory understanding of schools as organizations. Neither seems capable of affording satisfactory explanations of the mediations of large-scale social, cultural, and economic influences and structures in the specific circumstances of individual schools. A research approach is therefore advocated for bridging the gap between macro- and micro-analyses, and for working toward a more complete understanding of schools as organizations. Six pages of references conclude the paper. (TE)

ED 265 660 EA 018 167

Credit and Attendance Alternatives for a Competency-Based Instructional Program.
Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

of a K-12 continuum of learning outcomes for the content areas of behavior management, emotional/social education, language and communication training, leisure skills, and daily living/survival skills outlined in the program of study for autistic students. The task force on gifted education emphasizes the cultural role of the teacher. The use of Individual Education Plans (IEP) is also discussed, and school composite profiles, which show students' levels of achievement by area, are described. The paper highlights the need for gifted students to have the optimal opportunity for intellectual growth. (CL)

ED 265 674 EC 181 363

Hoover, John J.
Requirements for Preparing Regular Class Elementary Teachers for Education of Exceptional Children.
PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children (7th, Las Vegas, NV, November 7-9, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Degree Requirements; *Disabilities; Mainstreaming; *Preservice Teacher Education; *Special Education; *Teacher Education

A descriptive study designed to assess the types of requirements used to prepare elementary preservice regular class teachers for education of the handicapped surveyed 102 schools granting a baccalaureate degree in elementary education and accredited by the National Council for Accreditation of Teacher Education. Most accredited programs either had requirements or are planning to implement requirements for training regular class elementary teachers for work with the handicapped. Results indicated that a variety of special education courses and a combination of requirements are used to prepare regular classroom teachers for educating exceptional children. A "survey" class and/or "mainstreaming" course are the two most widely required special education classes. Additionally, most schools infuse special education information into required regular education classes. Experience with exceptional children in a special education setting was not found to be a widely used requirement in these teacher retirement planning, and retirement clubs as ways to meet retirees' needs. The older persons expressed both positive and negative attitudes toward volunteerism, but agreed it could help meet socialization and learning needs. They also endorsed retirement planning and the concept of retirement clubs sponsored by employers. The results of these two studies are intended to be used to enhance program planning for the elderly in the Minneapolis-St. Paul area. (KC)

ED 265 286 CE 043 048

O'Connell, Joanne; Fay, Karen

School to Work, Transitioning Services in Northern Arizona. A Study of High School and VR Programs for Adolescent Disabled Individuals.

Northern Arizona Univ., Flagstaff. Inst. for Human Development.

PUB DATE- 86

NOTE- 65p.; Portions of questionnaires contain broken type.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; Agency Cooperation; *Disabilities; Educational Needs; *Education Work Relationship; *Institutional Cooperation; Mainstreaming; *Outcomes of Education; Secondary Education; *Vocational Education; Vocational Followup; *Vocational Rehabilitation

IDENTIFIERS- *Arizona (North)

This study was designed to identify and describe transitioning of disabled adolescent students from public school programs to community life and the world of work in northern Arizona. Public school personnel and vocational rehabilitation counselors were interviewed in order to obtain information on the types of vocational training and work experience offered, interagency cooperative efforts, the kinds of handicapped students being served, and barriers to effective transitioning. Interviews with 38 persons from public high schools and vocational rehabilitation offices in northern Arizona showed that the school districts appear to be serving predominantly mildly handicapped students in regular vocational education programs. Although very little special programming occurs for this population, and despite the fact that interagency coordination of resources is occurring at a minimal level, districts are reporting a high degree of success in post-school employment status of their handicapped population. Even apprenticeships. The paper is organized in five chapters. Chapter 1 discusses issues in selection, including rationale, selection for particular courses, and other issues. In Chapter 2, research on selection methods for entry into pre-employment and part-time trades courses is reported both for Australia and for other countries. Chapter 3 provides a description of current Australian selection processes for pre-employment courses in each of the states or territories. Chapter 4 contains a discussion of equity of access to education and the selection process, while the final chapter makes recommendations on selection, equity of access, selection tests, and research and evaluation. Extensive references are provided. (KC)

ED 265 299 CE 043 188

Marsh, D. T.
The Mid-Career Plateau: A Note on Coping with Demotivated Staff. Coombe Lodge Working Paper. Information Bank Number 1706.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Jan 82
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Burnout; Career Change; Foreign Countries; Incentives; *Job Satisfaction; Life Satisfaction; Mental Health; *Middle Aged Adults; *Midlife Transitions; Motivation; *Motivation Techniques; *Personnel Management; Psychological Characteristics

People who have reached a career plateau may have become demotivated. The career plateau often coincides with the so-called midlife crisis. The midlife and midcareer crisis is a time of reassessment, self-evaluation, and reflection; awareness of aging and of the limitations of the future produces such problems as depression, discouragement and lost motivation, affecting marriage, health, and career. Four major response patterns during a midcareer crisis are the constructive, underachieving, defensive, and depressed styles. Managers dealing with staff undergoing midcareer crisis can help people change their dysfunctional responses and adjust to their altered environment. There are five basic tasks with which managers can help individuals: (1) developing awareness of career anchors; (2) assessing the implications for the future of those anchors; (3) choosing to accept the present or work toward change; (4) working out new roles and new family/work

DESCRIPTORS- *Abbreviations; Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; Foreign Countries; Job Skills; Learning Activities; Learning Modules; On the Job Training; *Organizational Communication; Postsecondary Education; Records (Forms); *Vocabulary Development; *Vocational Adjustment; *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in familiarizing students with abbreviations, acronyms, and terminology that are commonly used in the workplace. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 314 CE 043 251

Not Another File! Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-06-9
PUB DATE- 84
NOTE- 23p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Business Skills; *Clerical Occupations; Comparative Analysis; Competency Based Education; Core Curriculum; *Filing; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Office Occupations Education; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England

microcomputer to analyze the results. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: notes on computer literacy, project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

ED 265 329 CE 043 266

Recording Milk Yield on a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-21-2
PUB DATE- 84
NOTE- 21p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animal Husbandry; Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; *Dairy Farmers; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Microcomputers; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students integrate the daily recording of milk yields with computer analyses of records and interpretation of the results. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: notes on computer literacy, project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that

procedures. Though specific to the hose industry, the guide could also be used to explain the production process, which is typical for many industries. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

ED 265 345 CE 043 282

Fire. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-50-6
PUB DATE- 84
NOTE- 18p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Core Curriculum; *Fire Protection; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Occupational Home Economics; On the Job Training; Postsecondary Education; *Prevention; Records (Forms); *Safety; *Safety Education; *Work Experience Programs
IDENTIFIERS- England; *Kitchens

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students the basics of fire prevention in the kitchen. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, lists of tasks and core skills, an action plan that includes suggested learning

are shop administration; fundamentals, materials, and equipment of pneudraulics; pneudraulic components; and pneudraulic systems. Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. Supplementary volume review exercises and change supplements are also provided. (MN)

ED 265 360 CE 043 317

Apprentice Machinist (AFSC 53130), Volumes 1-4, and Change Supplement (AFSC 42730).

Air Univ., Gunter AFS, Ala. Extension Course Inst.

PUB DATE- 81
NOTE- 491p.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Correspondence Study; Distance Education; *Equipment Utilization; Learning Activities; *Machine Tools; *Machinists; Metal Working; Military Personnel; Military Training; Postsecondary Education; Shop Curriculum; *Trade and Industrial Education
IDENTIFIERS- Air Force

This four-volume student learning package is designed for use by Air Force personnel enrolled in a self-study extension course for apprentice machinists. The package consists of four volumes of instructional text and four workbooks. Covered in the individual volumes are machine shop fundamentals, lathe work, shaper and contour machine work, and milling and grinding machine work. Each volume in the set contains a series of lessons and a bibliography. Each workbook includes a study reference guide, chapter review exercises and their answers, and a volume review exercise. A change supplement, containing revised pages for volume 1 and pen and ink changes for volumes 1-4, is also provided. (MN)

ED 265 361 CE 043 319

ED 265 375 CE 043 350

Cobb, R. Brian

Vocational Assessment of the Special Needs Learner: A Special Education Perspective.

PUB DATE- Dec 85
NOTE- 24p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compliance (Legal); Disabilities; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; *Exceptional Persons; Federal Legislation; *Mainstreaming; *Mild Disabilities; Models; Secondary Education; Special Education; *Vocational Education; *Vocational Evaluation
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984

The requirements for vocational assessment of special needs students in the Carl D. Perkins Vocational Education Act are not well served by the traditional kinds of vocational assessment often practiced. Instead, vocational assessment for the purposes of responding to the mandate of the Act should be defined within the context of answering service delivery questions that naturally arise with respect to the successful completion of a vocational education program by an individual. A model of vocational assessment for special needs students should consist of five domains: screening, placement, program planning, monitoring, and individual program evaluation. The model described in this paper contains several characteristics that should make it particularly appropriate for use with secondary mildly handicapped and disadvantaged students. First, the model conforms directly with the language and intent of the Act. Second, the model maximizes the use of special services personnel directly performing services in the vocational classrooms, rather than encouraging the development of vocational evaluators as a specialized group distinct from teachers. Third, this model does not require the expense of commercial systems and formal laboratory space. Finally, the model conforms well with individualized planning cycles associated with individualized education programs or individualized vocational program planning. Perhaps its greatest strength is that it combines the duties of assessment and direct service personnel, and places both functions where they belong--in the vocational education program assisting the vocational educator who is delivering the

reliability and validity of the study scales, levels-of-functioning data tabulations, and psychological/sociological scale results.) (MN)

ED 265 389 CE 043 399

Gordon, Hopeton L. A.

Adult and Non-Formal Education in the Third World: A Jamaican Perspective. Monographs on Comparative and Area Studies in Adult Education.

British Columbia Univ., Vancouver. Center for Continuing Education.; International Council for Adult Education, Toronto (Ontario).

REPORT NO.- ISBN-0-88843-133-3
PUB DATE- 85
NOTE- 196p.
AVAILABLE FROM- Centre for Continuing Education, University of British Columbia, Vancouver, British Columbia, Canada V6T 2A4 ($15.00, Canadian dollars).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Change Strategies; Church Programs; Continuing Education; Cultural Education; Delivery Systems; *Developing Nations; Educational Needs; Educational Practices; Educational Trends; Foreign Countries; Futures (of Society); Higher Education; Management Development; Mass Media; Needs Assessment; *Nonformal Education; Out of School Youth; Postsecondary Education; Professional Continuing Education; School Role; Youth Programs
IDENTIFIERS- *Jamaica

There are more than 70 different organizations in Jamaica engaged in some form of adult education, from university extension and professional career and skills training to social education and basic literacy. Programming for adults is currently available in the following forms: training for out-of-school youth, basic adult education and literacy training, the arts and culture, instruction delivered via the mass media, church-provided instruction, management and administrative training, and continuing education for professional personnel. As in other developing nations, adult education in Jamaica is viewed primarily as a tool for development that constitutes the main agency for social change. Compared with many other Third World countries, Jamaica lags behind in adult education at the university level. Extensive coordination efforts

personnel; and (3) major influences in students' career choices. Questionnaires were developed and administered to all high school teachers and 11th- and 12th-grade students of three Upper Cumberland, Tennessee, high schools. Surveyed students as a group listed other, vocations, business, undecided, and medicine as their top five career choices. Teachers as a group ranked engineering, medicine/business, high tech, vocations, and law as preferred careers for their most able students. Students selected friends, others, mothers, fathers, and vocational teachers as the most influential persons in their choice of careers. When schoolmates, friends, and others are combined, 55 percent of the students' choice influence comes from individuals with limited career information. Teachers indicated that fathers, mothers, counselors, vocational teachers, and science teachers/others should be the most influential in student career choice. In general, students and teachers reported that salary is the primary reason students do not choose education as a career, followed by educational requirements and working conditions. (Eleven data tables are provided.) (YLB)

ED 265 404 CE 043 437

DeVore, Paul W.
Technology and the Goals of Quality Education in Pennsylvania.
PUB DATE- 5 Nov 82
NOTE- 61p.; Paper presented at the Annual Conference of the Pennsylvania Industrial Arts Association (30th, Camp Hill, PA, November 4-6, 1982).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Curriculum; Educational Needs; Educational Objectives; *Industrial Arts; Laboratory Procedures; Needs Assessment; *Program Content; Program Improvement; Secondary Education; *Statewide Planning; Teacher Workshops; Technical Education; *Technological Advancement; *Technological Literacy; Technology; *Trade and Industrial Education
IDENTIFIERS- *Pennsylvania

This workshop presentation was developed to assist Pennsylvania industrial arts teachers in developing and teaching a curriculum in technology and technological literacy that meets the 12 Pennsylvania goals for attaining quality education that were established in 1979. Designed to explain the basis for the study of abilities, and adaptabilities needed to accomplish the laboratory activities; (4) the results of the laboratory activities--the goods produced, services given, and materials used; and (5) the context of the laboratories in terms of environmental factors and the nature of the student's discretion, responsibility, or accountability. The use of this adaptation of job analysis techniques within a vocational technical school's laboratory will allow for increased access, increased quality, and increased success for special needs students in vocational education. (KC)

ED 265 417 CE 043 482

Morrow, Rick; Humler, John
Applied Industrial Electronics: Power Control and Electronic Troubleshooting.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 85
NOTE- 319p.; For related documents, see ED 228 475 and ED 246 252.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (TI1126).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Course Content; *Electricity; *Electronics; *Job Skills; Learning Activities; Postsecondary Education; *Power Technology; Secondary Education; State Curriculum Guides; Teaching Methods; Technical Education; *Trade and Industrial Education; Transparencies; Units of Study
IDENTIFIERS- *Troubleshooting

This curriculum guide is designed to build upon the skills and knowledge of industrial electronics gained by the student through the learning activities of the introductory volumes of the electronics program. Specifically, the student, whether in secondary, postsecondary, or adult education, will have the opportunity to expand those skills in three important industrial applications--power control, maintenance planning, and troubleshooting. The curriculum guide includes nine instructional units that cover the following topics: (Section A) direct current controllers, alternating current controllers, power factor regulation, digital counting and metering circuits, analog control,

Attrition; Student Needs; Withdrawal (Education)
IDENTIFIERS- *North Carolina

This report, compiled by the North Carolina State Board of Education's Office for Dropout Prevention, provides dropout data, reasons for students' dropping out of school, and approaches for keeping students in school until successful completion of their education. Facts and figures for dropout rates of high school and the extended day school program servicing high risk students are presented in graphs and charts. A summary of four research studies examining reasons for students' dropping out is given with material from the studies themselves included. One of the studies described concludes that students most likely not to graduate are children of the poor and poorly educated; these children enter high school without firm direction and with low levels of achievement and patterns of non-success early in their school careers. Many dropouts, asserts another study, feel alienation. Specific recommendations from the other two studies are given which include identifying potential dropouts at an earlier age, and looking at attendance, retention, participation in extracurricular activities, how program choices are made, and how grades are assigned to students (especially minorities) as possible avenues to reducing the dropout rates. A third section (which makes up half the document) describes promising approaches (primarily conducted in North Carolina counties) which contribute to dropout prevention and illustrate the wide range of services and programs needed to meet the various needs of individual students. (ABB)

ED 265 431 CG 018 754

Papalia, Anthony S.; Dai, Sheila
Outplacement Counseling.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment Counselors; *Career Counseling; *Dislocated Workers; Employment Opportunities; Job Layoff; *Job Placement; *Outplacement Services (Employment); Reduction in Force; *School Business Relationship; *School Community Relationship

grandmothers. Since one-half of the grandmothers were over age 65 and one-half were under age 65, various stages in the family cycle were represented. Kinship reorganization includes three types of relatives--blood relatives, relatives of divorce, and relatives of remarriage. The interview data identified the emergence of at least five basic types of change in the kinship system: (1) contraction with divorce; (2) replacement with remarriage; (3) retention through in-law coalition; (4) expansion by divorce and remarriage of multiple children; and (5) two-generation divorce and remarriage chains. The data indicated that paternal grandmothers were more likely to maintain relationships with former daughters-in-law than were maternal grandmothers with former sons-in-law. Grandmothers with expanding kinship systems reported having more permissive and flexible values on divorce. The findings showed that expanding kinship systems did not result in more sound support, but rather in a loosely-knit network. The relationships will continue to be followed. (ABL)

ED 265 444 CG 018 768

Taube, Carl A., Ed.; Barrett, Sally A., Ed.
Mental Health, United States 1985.
National Inst. of Mental Health (DHHS/PHS), Rockville, Md. Div. of Biometry and Epidemiology.
REPORT NO.- DHHS-ADM-85-1378
PUB DATE- 85
NOTE- 233p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Delivery Systems; *Expenditures; Financial Support; *Mental Disorders; Mental Health; *Mental Health Programs; Patients; *Statistical Data; *Suicide

This document contains statistics on mental illness and organized mental health service delivery systems. Data sources cited include the National Institute of Mental Health, state mental health agencies, universities in the Epidemiological Catchment Area program, the National Center for Health Statistics, and the National Association of State Mental Health Program Directors. Included are the latest data on prevalence of mental disorders;

ED 265 457 CG 018 781

Starrett, Richard A.; And Others
Correlates of Home Health Care Services Use among the Elderly.
PUB DATE- Nov 85
NOTE- 17p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; Health Insurance; *Home Programs; *Medical Services; *Needs Assessment; Older Adults; Use Studies
IDENTIFIERS- *Home Health Care

The use of health and social services is influenced by economic, community, geographic, organizational, societal, and environmental factors. A study was conducted to examine predisposing, enabling, and need-for-care factors related to the use of home health care services by a stratified random sample of 400 older adults. Predisposing factors included age, sex, race, and employment status. Enabling factors included knowledge of home health care agencies and the type of insurance coverage available to the individual. Need-for-care variables included health status, illness-induced limitations of daily living activities, use of health appliances (walker, cane), and whether the individual stated a need for services. Respondents completed a selection of items from the Older Americans Resources and Services Functional Assessment Questionnaire, the Philadelphia Geriatric Center Multi-Level Assessment Instrument, and other items related to home health care. Results of the study revealed five variables which directly affected the use of home health services by the elderly: need for service, employment of health care appliances, limited activity due to illness, type of medical insurance coverage, and age. The findings suggest that people who express a need for home health care services and have knowledge of them tend to use services, and that others who have disabling conditions also will use the services independent of expressed need for services. Four pages of references conclude the document. (NRB)

ED 265 458 CG 018 782

Adults; *Public Health Legislation; *Rural Areas
IDENTIFIERS- Congress 99th; *Medicare; *Missouri

This is a report of a Congressional hearing held in Jefferson City, Missouri on the crisis in health care for the elderly in Missouri. Representative Ike Skelton's opening statement notes that the purpose of the series of hearings being held around the country, of which this is one, is to examine the effect of changes in the Medicare program on the quality of hospital care senior citizens receive in rural hospitals, and also to review the quality of the Peer Review Organizations (PROs) which are the watchdogs of the health care providers. This hearing focuses specifically on the activities of the Missouri PRO. The first panel of witnesses included the daughter of an elderly patient who had encountered health care delivery problems related to Medicare, the woman's physician who discussed his problems with the PRO, another Medicare beneficiary with medical problems, a health advocacy service coordinator for the elderly, and the president of the Missouri Hospital Association discussing his problems with the PRO and the Health Care Financing Administration. The second panel included two witnesses from the Missouri Patient Care Review Foundation (the PRO for Missouri) and the regional administrator of the Health Care Financing Administration. (ABL)

ED 265 472 CG 018 796

Prevention of Alcohol Abuse in American Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 2 May 85
NOTE- 205p.; Some pages may be marginally reproducible due to small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advertising; Alcohol Education; Alcoholic Beverages; *Alcoholism; Broadcast Industry; Drinking; Family (Sociological Unit); *Family Problems; Financial Support; Hearings; *Prevention; Taxes
IDENTIFIERS- Congress 99th

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Administration; College Environment; *Counseling Techniques; *Counselor Role; Foreign Countries; *Helping Relationship; Higher Education; Peer Relationship; *Problem Solving; Professional Personnel; Staff Development; *Staff Role
IDENTIFIERS- England

This paper presents a counseling model for managers in education who must deal with staff, their problems, and their perceptions. The basic principle underlying the model is given: the helper is not expected to have ready-made solutions to others' problems, but to offer motivation, time, and skills to help others solve their own problems. The three stages through which the problem mangement helping model works are listed and explained; they are: (1) initial problem clarification; (2) setting goals; and (3) designing and implementing action programs to achieve the goals. For each stage, the roles of the helper and the problem owner are described. An outline summarizing the work at each stage is provided which extends the helper's necessary behavior in each stage within the context of a work-centered problem situation. The paper concludes with a list of advantages of the counseling mode of managerial behavior. It is noted that this counseling model places the responsibility for self-management and change with the individual, fulfills the responsibility the manager has for helping clients, helps to produce a caring, honest, and sharing environment which contributes to the overall climate of the institution, and establishes the professional peer relationship most suitable for educational institutions. (NRB)

ED 265 487 CG 018 811

Marsh, D. T.
Marginal Performance--A TA Model for Counselling and Appraising. Coombe Lodge Working Paper. Information Bank Number 1752.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Sep 82
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

Programs; Recreational Reading; Reference Materials; Science Fiction; *Summer Programs; Supplementary Reading Materials

Intended to help librarians develop summer programs, this manual contains suggestions for activities and events based on the theme "Star Spangled Summer." The manual includes suggestions for promoting the program, decorating the library, getting the participants registered, and participating in projects, activities, events, games, and giveaways. The "Other Resources" section contains a collection of statements by notable people about books they most enjoyed sharing with a child, a section on performing artists' profiles, computer assisted resources, films in all formats, and print materials that include a bibliography prepared by the Cooperative Children's Book Center, a discussion of bibliographies generated by Wisconsin's Educational Network and Sub-Carrier Authority radio system, a combined bibliography from contributors, and a recycled bibliography from the 1975 summer reading program. The manual concludes with a 1986 summer program evaluation form, a press release announcing the program, a materials order form, a chronology of themes used in the past, and a chart of program materials sales from 1976 to 1985. (EL)

ED 265 501 CS 008 266

Heiman, Marcia; Slomianko, Joshua
Critical Thinking Skills. Analysis and Action Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1693-9
PUB DATE- 85
NOTE- 49p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1693-9, $6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Abstract Reasoning; Cognitive Processes; Convergent Thinking; *Critical Thinking; *Decision Making; Decision Making Skills; Discussion; Divergent Thinking; Elementary Secondary Education; Logical Thinking; Problem Solving; Productive Thinking; *Skill Development

Intended for teachers across grade levels and disciplines, this monograph reviews research on the development of critical thinking

Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; Classification; Comparative Analysis; Content Analysis; Elementary Education; Form Classes (Languages); Pronouns; *Reading Comprehension; *Reading Research; *Textbook Content; *Textbook Research
IDENTIFIERS- *Anaphora

To determine how frequently various forms of anaphora appear in materials written for children, 1,000-word excerpts were analyzed from the second, fourth, and sixth grade texts of four basal reader series. The basal programs consisted of the "Ginn Reading Program," the "Houghton Mifflin Reading Program," "Scott, Foresman Reading," and "Harcourt Brace Jovanovich Bookmark Reading Program, Eagle Edition." A taxonomy of anaphoric relationships consisting of three main categories (noun substitutes, verb substitutes, and causal substitutes), each of which is broken down in various subcategories of anaphora, was used for identifying and classifying anaphora. The findings revealed that (1) the frequency of anaphora did not differ as a function of grade level of text; (2) the frequency of anaphora in narrative selections was significantly greater than in expository selections; (3) the frequency of anaphora differed as a function of publisher, and this could be traced primarily to significantly lower frequencies for the demonstrative, other pronouns, locative, and temporal categories for the Harcourt Brace Jovanovich series; and (4) grade level of basal reader, text genre, and publisher did not interact in any way. (HOD)

ED 265 515 CS 008 287

Bowman, Harry L.; Kerr, Norman J.
Twelve-Month Profile of U. S. Navy Recruits on Reading Comprehension and Educationally Related Characteristics: June, 1984, to May, 1985.
PUB DATE- Nov 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

DESCRIPTORS- Comparative Analysis; Elementary Education; Foreign Countries; Higher Education; Instructional Materials; *Reading Attitudes; *Reading Habits; *Reading Instruction; Sociocultural Patterns; Teacher Behavior; Teacher Education; *Teaching Methods

IDENTIFIERS- *Aliteracy; Reading Writing Relationship

Aliteracy, the ability to read but the unwillingness to do so, is a growing problem in American society. Aliteracy crosses all socioeconomic levels, thereby allowing autocratic, charismatic leaders to influence thinking and decision-making. Social changes that have contributed to the problem of aliteracy include the influence of television on reading motivation and comprehension, the changing structure of American families, and state minimum competency legislation. A look at reading instruction in other countries, specifically Greece and New Zealand, can shed some light on possible solutions to the problem of aliteracy. These include deemphasis on the basal reading system, fill-in-the-blank workbooks, and teaching for competency tests. Reading must also be made relevant for students, by demonstrating to children that the reason for learning to read is so they can read and learn independently and enjoy the process. Modeling reading behaviors can work in the teacher education classroom as well as in the elementary or secondary classroom. Communicating ideas in writing is the vital connection between learning to read and becoming an avid reader: language arts methods courses must provide preservice teachers with writing confidence so that they can model positive writing behaviors in the classroom and teach writing processes more effectively. (HTH)

ED 265 529 CS 008 320

Pehrsson, Robert S.; Denner, Peter R.

Assessing Silent Reading during the Process: An Investigation of the Opin Procedure.

PUB DATE- Oct 85

NOTE- 27p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (3rd, Jackson, WY, October 10-12, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Grade 7; Junior High Schools; Miscue Analysis; *Reader Text Relationship; *Reading Comprehension;

introduction to the problem of literature analysis in the schools, the model is discussed in terms of (1) developing a rationale for using a particular work in the classroom, (2) general instructional objectives for the literature course, and (3) characteristics of teaching strategies suitable for the literature classroom. Guidelines for discussing a story in class are described, including categories of questions to which students can respond. The next elements discussed are ways to help students understand metaphor, and two passages by Ray Bradbury are given--one verbatim, the other devoid of the author's figurative language. Questions for exploring metaphors are included. Finally, the model's activities for evaluating student performance, for both teacher and students, are presented. (HTH)

ED 265 544 CS 209 506

Goble, Corban
Mark Twain's Nemesis: The Paige Compositor.
PUB DATE- Aug 85
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Appendices may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Inventions; Printing; *Technological Advancement; United States History
IDENTIFIERS- Nineteenth Century History; *Paige Compositor; *Twain (Mark); Typography

Samuel Clemens (Mark Twain), who had set type by hand in his youth, had believed that a mechanical composer was beyond the realm of possibility. In 1880, however, he invested $2,000 in an early typesetter invented by James W. Paige. Both Clemens and Paige dreamed of immense wealth that would be generated by selling thousands of Paige Compositors. Clemens' fame as an author and humorist lent a certain aura to the proceedings. Both men were sustained by an unshakeable belief in the ultimate success of the Compositor. Newspapers, toward the end of the 19th century, were keenly interested in a revolutionary device that would lower composition costs, increase profits, and expand the amount of reading matter. The Paige Compositor, with Clemens as its principal promoter, impressed both printers and publishers. Paige, though, Sulzby); "Children's Writing in an Elementary School Postal System" (Jennifer Greene); and "Learning to Write in a Workshop: A Study in Grades One through Four" (Susan Sowers). Author and subject indexes are included. (EL)

ED 265 557 CS 209 534

Scinto, Leonard F. M.
Written Language and Psychological Development.
REPORT NO.- ISBN-0-12-633250-9
PUB DATE- 86
NOTE- 191p.
AVAILABLE FROM- Academic Press, Inc., 6277 Sea Harbor Dr., Orlando, FL 32821 ($35.00 hardcover, $19.95 paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Child Development; *Cognitive Development; Cognitive Processes; *Cultural Influences; Definitions; *Language Acquisition; *Language Processing; Models; *Oral Language; *Writte Language
IDENTIFIERS- *Speaking Writing Relationship; Text Structure; Writing Functions

The concern of this book is to examine written language and its relation to what is ordinarily understood by the term oral language, the process of its acquisition, and the place of written language in the process of mental development. The eight chapters (1) examine the relation of written language to oral language and trace the phonocentric canon, (2) critically scrutinize the phonocentric canon and argue that the vast preponderance of evidence does not sustain the view of the naturalness of oral language and the unnaturalness of written language, (3) take up certain principles of functional differentiation and reexamine oral and written manifestations of language in light of the principle of functional differentiation, (4) explain some central features of a general model of psychological development, (5) discuss the written norm of language as partly constituted by particular cultural practices and institutions, (6) propose a model of monologic text based on structural-functional lines, (7) detail the parallels between text construction strategies and the logic of operational thought, and (8) tie together three themes: the distinctive nature of written language as partly constituted by cultural practice, the neighborhood, economic development, and chemical dependency of many residents. The order of emphasis by neighborhood residents varied, however, by education. The agenda of the leaders as a group correlated most highly with the agenda of the most educated. When definitions of the issues were examined in detail, the relative emphases by the neighborhood press bore comparatively much less relationship to the emphases by neighborhood residents. It was concluded that organization leaders were more influential in defining issues than the neighborhood press, and that leaders exerted the most influence when public attention to issues and knowledge about them were low. References and data tables are appended. (HOD)

ED 265 571 CS 209 557

Thomas, Irene D.
Uses of the Computer in Teaching the Composing Process. 1985 Annual Report of the NCTE Committee on Instructional Technology.
PUB DATE- Nov 85
NOTE- 5p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Oriented Programs; Elementary Secondary Education; English Instruction; Higher Education; *Research Committees; Teacher Attitudes; Teaching Methods; *Word Processing; *Writing (Composition); Writing Improvement; Writing Processes
IDENTIFIERS- National Council of Teachers of English

Although it does not express the official position of the National Council of Teachers of English (NCTE) or of the NCTE Committee on Instructional Technology, this annual report of the NCTE Committee on Instructional Technology discusses the impact of technological advances on classroom instruction. The first section of the report documents a definite trend toward using computers in the teaching of composition. The second section of the paper discusses how computers can be used in the three stages of writing--planning, drafting, and revising/editing/proofreading. The third section of the paper cites seven arguments against the use of word processing, take their placement tests, to reduce the amount of retesting needed if students transfer between university campuses, and to provide faculty with advance information concerning students' selection and levels of preparation. Development of the tests must follow a well-defined set of procedures. First, a set of objectives must be identified, and a sampling included on any one form of the test and test questions constructed to measure them. After editing, a pilot test is run and, if necessary, questions are revised or replaced and a pilot test is run again. The final version of the test is then prepared, and a description of the test and how it is intended to be used is distributed to high school and university faculty in speech and communication arts. The monitoring is done by studying the test items after each administration to see that they continue to function as expected. New items and new test forms should be developed to prevent the test from losing its effectiveness and to enable it to respond to course content change. (EL)

ED 265 586 CS 505 164

Colbert, Kent R.; Biggers, Thompson
The Academic and Practical Values of Debating.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Programs; *Debate; *Financial Support; Higher Education; Persuasive Discourse; Public Speaking; Rhetoric; Speech Communication; *Speech Curriculum; *Speech Instruction

The educational benefits of debate suggest several reasons for funding debate programs on college campuses. First, debate training improves communication skills (analysis, delivery, and organization) and helps students in other communication situations. Second, debate promotes depth of educational experience by exposing students to important social issues of the time and by improving critical thinking ability. And, third, debate provides excellent preprofessional training through enabling students to gain experience in public speaking and to improve their skills in argumentation, organization, logic, and leadership. (EL) which students explore what outside sources know about their subjects; and (4) Application Stage, which allows students to evaluate their behavior to determine if objectives have been achieved. Two prerequisites are required for instituting the program. First, the curriculum director must evaluate the target population. Second, the instructor must maintain a nonthreatening classroom climate. The program will allow students to develop their skills in ways most valuable to them. (DF)

ED 265 602 CS 505 189

Prickett, Mercer; Cooper, Eugene B.
Job Satisfaction and the Alabama Public School Speech-Language Pathologist.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; *Job Satisfaction; *Occupational Information; *Occupational Surveys; Speech Communication; *Speech Pathology; Supervision; Work Attitudes; *Work Environment
IDENTIFIERS- Alabama

To assess the attitudes of Alabama public school speech-language pathologists toward various aspects of their employment, an attitudes assessment instrument was completed by 272 practicing public school clinicians. The first section of the instrument contained items pertaining to the respondents' years of experience, tenure status, and degree held. The second section consisted of a list of 14 factors affecting job satisfaction. Responses indicated that perceptions of positive relations with peers and supervisors, job security, having significant responsibilities, the achievement of program goals, and a reasonable salary contributed to an overall positive feeling about their positions. The clinicians felt negative with respect to their opportunity for advancement and the meaningfulness of the supervision they received. The fact that few of the state's public school speech-language clinicians were supervised by individuals with training in the discipline was felt to be the single most important factor in the clinicians' negative feelings concerning the supervision they received and their own opportunities for advancement. (Appended are the percentages and frequencies of responses as well as the job satisfaction scale.) (Author/HOD)

Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; *Learning Theories

Learning style theorists have advanced several distinct definitions of learning style and have proposed diagnostic procedures and instructional practices based on these definitions. Practitioners could benefit by being able to draw on the full range of these conceptions, but the conditions of dissemination discourage theorists from drawing attention to more than their own specific approaches. This document reviews 17 conceptions of learning style. Each conception has been examined in terms of the definition put forward, the number of learning style elements encompassed, the categories into which the elements are distributed, the individuals involved in applying the concept, and the instruments used in the course of this application. This analysis led to the identification of three continua as critical for fixing the essential differences among the conceptions: the first specified the grade levels served, the second the number of learning characteristics encompassed, and the third the extent to which learning style strengths are taught exclusively or are used to develop new strengths. By developing inservice programs that build upon a systhesis of these conceptions rather than on one alone, administrators will enable teachers to choose more wisely among the concepts and approaches available. (PGD)

ED 265 618 EA 018 089

Bashook, Philip G.
Educators in the Professions.
PUB DATE- 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)

to be taught, teaching that specifically, and measuring specifically what was taught. This paper contends that the alignment of objectives, actual teaching, and the means and content of testing are essential to effective schooling. The logical arguments of three authorities--Wilbur Brookover, Alan Cohen, and George Behr--are presented in support of the idea of alignment. Four techniques suggested for approaching the alignment problems recognize the complexities of the school context and the probable necessity of dealing with some of the elements of alignment as prerequisites. These are: (1) spelling out the implications of goals and objectives in behavioral terms; (2) content analysis of tests; (3) instructional program analysis; and (4) curriculum program analysis. The fifth approach, that of goal and objective formulation, is presented to show that alignment questions must be addressed from the very beginning. The paper concludes by advising that the entire curriculum and instructional program of a school or district cannot be subjected to an alignment effort simultaneously. Provided there is an overall scheme, the program can be examined and adjusted in sections. (MLF)

ED 265 632 EA 018 119

Mecca, Thomas V.; Adams, Charles F.
Policy Analysis and Simulation System for Educational Institutions.
PUB DATE- 3 Apr 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Agencies; *Decision Making; Educational Environment; Educational Planning; Educational Policy; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Higher Education; *Mathematical Models; *Microcomputers; Organizational Change; Organizational Theories; Policy Formation; *Simulation
IDENTIFIERS- *Policy Analysis and Simulation System

Policy Analysis and Simulation System (PASS) is an interactive microcomputer model that can be used by educational administrators, policy-makers, and planners to simulate and forecast, under conditions of environmental uncertainty, the impact of strategic policies on the projected trends and goals of educational

PUB DATE- Mar 84
NOTE- 19p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (28th, Houston, TX, March 21-24, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Needs; Educational Objectives; Educational Trends; Elementary Secondary Education; *Global Approach; *International Education; Postsecondary Education
IDENTIFIERS- *Excellence in Education

An analysis of four major reports on the current quality of education in the United States turned up very little concern for international education. "A Nation at Risk" and the reports of the Education Commission of the States, the Twentieth Century Fund, and the Carnegie Commission for the Advancement of Teaching were examined and the major issues they addressed determined. Few of the reports referred to the kind of world children will live in--a world characterized by interconnectedness, interdependence, and a global interest in survival. Any definition of international education involves six broad categories of study: (1) area studies and foreign language, (2) multicultural and intercultural education, (3) international relations, (4) international development studies, (5) global issues education, and (6) education with a global perspective. Only one of the reports addressed more than one of these categories, and then only briefly. The content and tone of the reports suggest both a shift away from concern for equality in education and a growing tendency toward ethnocentrism. Studies have revealed an increasing lack of awareness of the outside world among American students. The failure of the major commission reports to address this issue is cause for considerable concern. (PGD)

ED 265 647 EA 018 143

Bench, Varnell A.
Administrator Inservice: Designing, Developing, and Delivering a Unique Institution of Higher Education (IHE), Local Education Agency (LEA), Partnership Program.
PUB DATE- Nov 84
NOTE- 16p.; Paper presented at the Annual Meeting of the National

PUB DATE- 83
NOTE- 117p.; Some appendixes contain small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Programs; *Credits; Enrichment Activities; *Experiential Learning; Field Experience Programs; Independent Study; Internship Programs; *Nontraditional Education; School Community Programs; Secondary Education; State Standards; *Supplementary Education; Transfer Programs; Vocational Education; Work Experience Programs
IDENTIFIERS- *Credit Alternatives

Credit alternatives allow local school systems to take advantage of community learning resources as an enrichment for, or supplement to, school learning experiences. The first part of this handbook describes credit alternatives that may be used by local school systems to provide individualized curricula for diagnostic and prescriptive instruction. Three major examples of credit in lieu of enrollment programs are credit by examination, exemption by examination, and independent directed study. Five major examples of credit for planned off-campus experiences include (1) enrollment in courses at other institutions; (2) joint enrollment programs with community colleges or technical schools; (3) training internships with community or government agencies; (4) work-study cooperative programs; and (5) travel or enrichment programs. Attendance options and systematic planning considerations for development of credit alternatives are also listed. The second section, "Awarding Credit for Off Campus Experiences," describes an experience-based career education program in Dawson County and Franklin County High Schools (Georgia). It discusses present Georgia policies in relation to awarding credit and how the procedures developed in this project might be helpful to policymakers in credit determination for community-based learning programs in their own schools. Worksheets for job analysis are included, along with seven appendixes: package goal checklists, student profile, needs/goals, learning plans, monitoring progress, summary evaluation, and student resume. (TE)

ED 265 661 EA 018 168

Instructional Leadership: A Handbook for the Georgia Curriculum Director.

Georgia State Dept. of Education, Atlanta. Office of Instructional

preparation programs. Requirements were also not found to be different or specific to public or private institutions or related to the population size of the schools. (Author/CL)

ED 265 675 EC 181 364

Watanabe, Scott T.; And Others

Creativity and Self-Concepts in First-Grade Children: Is There a Link?

PUB DATE- Apr 85

NOTE- 19p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Jose, CA, April 18-21, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Rating Scales; *Creativity; Grade 1; *Prediction; Primary Education; *Self Concept

A creativity test along with both a self-concept battery and a behavior rating scale were administered to 55 first-grade children to see whether there existed a link between certain self-concepts such as anxiety, dependency, ego strength, attention, sense of identity, social conformity, behavior, intellectual and school status, physical appearance, popularity, and happiness with creativity. The scores on the various self-concepts were obtained by pre-determined scales on two of the tests. The creativity measure was graded objectively from an adaptation of Torrance's Creativity Measure. The results indicated that social conformity was the best predictor of creativity, accounting for 20% of the variance. The second best predictor was the child's sense of identity which accounted for about 5% of the total variance. The remaining variables contributed only a small amount of the total variance accounted for. (Author/CL)

ED 265 676 EC 181 365

Davidson, Joel; And Others

more severely handicapped students appear to benefit because of their small numbers. Few adolescents were served by vocational rehabilitation agencies. The study concluded that vocational rehabilitation and schools need to increase cooperation, and that schools should increase parental involvement in the vocational planning process. Other recommedndations include a network of summer jobs for the disabled, coordination of vocational assessment, and more awareness of transitioning services. A bibliography and the interview questionnaires are appended. (KC)

ED 265 287 CE 043 052

Pilain, Mary Ann Calkins, Comp.
Policy, Planning and Management in Technical and Vocational Education. A Comparative Study. Trends and Issues in Technical and Vocational Education 3.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-92-3-102169-9
PUB DATE- 84
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cost Effectiveness; Developed Nations; Developing Nations; *Educational Administration; Educational Finance; *Educational Planning; *Educational Policy; *Foreign Countries; *International Cooperation; Postsecondary Education; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- Algeria; Argentina; Australia; Chile; Czechoslovakia; Ecuador; Gambia; Ghana; India; Indonesia; Ireland; Lesotho; Netherlands; Sri Lanka; Sudan; Turkey

This comparative study of technical and vocational education policy, planning, and administration in 16 countries is based on case studies prepared by representatives of those countries in 1982 according to guidelines drawn up in conformity with the activities foreseen in the Unesco Programme for 1981-83. Chapter 1 introduces the study. Chapter 2 presents the 16 countries in terms of the structures now in place for policymaking and planning in technical and vocational education, along with those for coordinating with manpower and development planning and with training systems outside the formal education system. Where appropriate, the structural relationships; and (5) working out mentoring relationships. Matching organizational and individual needs through such strategies as job redesign, counseling, retraining, retirement, and reward systems enables the organization and its personnel to weather the midcareer crisis. (SK)

ED 265 300 CE 043 189

Curtis, J. R. H.
Program Assessment--A Canadian Example. The British Columbia Institute of Technology. Coombe Lodge Working Paper. Information Bank Number 1720.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Mar 82
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Programs; *Data Collection; Demonstration Programs; *Educational Assessment; *Evaluation Methods; Foreign Countries; Postsecondary Education; Program Effectiveness; *Program Evaluation; Questionnaires; Reports
IDENTIFIERS- *British Columbia Institute of Technology

Introductory material offers observations useful to British readers regarding a Canadian educational program assessment manual, which is the main component of this document. The manual was developed at the British Columbia Institute of Technology and revised based upon the experiences of the biological sciences technology and broadcast technology programs, which were assessed in 1978, and the further experiences of seven other programs in health, business, and engineering in 1979. The manual is organized in four sections. The first section explains the purpose of program assessment and lists the characteristics of the program self-evaluation. In the second section, procedures for conducting program assessments are covered. These procedures include formating evaluation committees, establishing a program assessment schedule, creating a task force, and assessing programs with two or more options. The third section focuses on collecting the information, including what basic information should be sought, and how to develop the questionnaires needed for the various groups from whom data should be collected. The final section of the manual explains how to prepare the program

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand the different types, purposes, and costs of filing systems available. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 315 CE 043 252

Who Gets the Job? Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-07-7
PUB DATE- 84
NOTE- 26p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; Decision Making; *Employment Practices; Foreign Countries; *Job Application; Job Skills; Learning Activities; Learning Modules; On the Job Training; *Personnel Selection; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students trace one job application through to completion in order to understand the job application process and to appreciate how hiring decisions are made. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes

includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

ED 265 330 CE 043 267

Monitoring Horticultural Crop Returns Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-22-0
PUB DATE- 84
NOTE- 19p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agronomy; Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; Farm Occupations; *Field Crops; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Microcomputers; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students integrate crop records and market returns with computer analysis and interpretation of results. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: notes on computer literacy, project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 346 CE 043 283

Can You See the Taste? Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-51-4
PUB DATE- 84
NOTE- 21p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Cooking Instruction; *Cooks; Core Curriculum; *Food Service; Foreign Countries; Job Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand the effects of various cooking methods on the taste and appearance of food. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

ED 265 347 CE 043 284

Savage, Leslie R.
Aircraft Electrical Systems Specialist (AFSC 42350), Volumes 1-3, and Change Supplement, Volume 3.
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 21 Sep 84
NOTE- 338p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alarm Systems; *Aviation Technology; Behavioral Objectives; Correspondence Study; Distance Education; *Electrical Systems; *Electromechanical Technology; *Electronic Control; Electronic Equipment; Employment Opportunities; *Equipment Utilization; Job Skills; Learning Activities; Measurement Equipment; Military Personnel; Military Training; Occupational Information; Postsecondary Education; *Technical Education
IDENTIFIERS- Air Force

This three-volume student text is designed for use by Air Force personnel enrolled in a self-study extension course for aircraft electrical systems specialists. Covered in the individual volumes are career field fundamentals, electrical systems and test equipment, and aircraft control and warning systems. Each volume in the set contains a series of lessons, exercises at the end of each lesson, a bibliography, and answers to the exercises. A change supplement to the third volume, containing page revisions and pen and ink changes, is also provided. (MN)

ED 265 362 CE 043 321

Airframe Repair Specialist (AFSC 53153).
Air Univ., Gunter AFS, Ala. Extension Course Inst.
PUB DATE- 31 Jan 84
NOTE- 1,012p.
LANGUAGE- English
EDRS Price - MF07/PC41 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Air Transportation; Autoinstructional Aids; *Aviation Mechanics; Behavioral Objectives; Independent Study; Instructional Materials; Learning Activities; *Metal Working; *Military Training; On the Job Training; Postsecondary

instruction. (KC)

ED 265 376 CE 043 351

Competency-Based Course Outlines for Business Education and Office Education: General Office, Secretarial, Word Processing, and Administrative Support Occupations. Revised.

Virginia State Dept. of Education, Richmond. Div. of Program Services.

PUB DATE- Feb 85

NOTE- 433p.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Administrators; Behavioral Objectives; *Business Education; *Competency Based Education; Course Descriptions; Equipment Utilization; Learning Activities; Lesson Plans; Office Machines; *Office Occupations Education; *Office Practice; Secondary Education; *Secretaries; Shorthand; Typewriting; *Word Processing

IDENTIFIERS- *Administrative Assistants; Keyboarding

This set of course outlines is intended to assist business educators in teaching competency-based courses in general office, secretarial, word processing, and administrative support occupations. Included in the package are lesson outlines addressing topics in the following subject areas: keyboarding, typewriting, office technology, advanced office technology, shorthand, word processing, office simulation, office specialist, and secretarial administration. Each unit contains some or all of the following: the grade level(s) toward which the materials are geared; course prerequisites; a course overview; a list of skill areas; and a lesson plan that consists of parallel topical outlines, enabling competencies, terminal competencies, and references to suggested instructional materials. (MN)

ED 265 377 CE 043 356

are necessary to remedy the currently fragmented nature of adult education services. Improvements are especially needed in the areas of lifelong learning, teacher education for adult educators, development of a mass education movement, and adequate training in the area of management development. Perhaps the most important task facing adult education in Jamaica is to convince Jamaicans that matters of science and technology are not beyond the grasp of Third World nations and that Jamaica's subsistence-level working population can indeed become a part of a modern industrializing state. (MN)

ED 265 390 CE 043 400

Compilation of the Domestic Volunteer Service Act of 1973 as Amended through September 30, 1985. Prepared for Use by the Committee on Education and Labor, U.S. House of Representatives. 99th Congress, 2d Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- Serial-No.-99-I
PUB DATE- 1 Jan 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Legislation; Financial Support; *National Programs; *Older Adults; Policy Formation; *Poverty Programs; Program Administration; Program Content; Program Costs; Program Development; Program Implementation; *Public Policy; Social Services; *Volunteers
IDENTIFIERS- Amendments; Congress 99th; *Domestic Volunteer Service Act 1973; Foster Grandparent Program; Retired Senior Volunteer Program; Senior Companions Program; Volunteers in Service to America

This Congressional report is a compilation of the 1985 amendments to the Domestic Volunteer Service Act of 1973 (Public Law 93-113). Included in the report are amendments to the following parts of the act: Title I (national volunteer antipoverty programs, including Volunteers in Service to America, service-learning programs, and special volunteer programs); Title II (national older American volunteer programs (the Retired Senior Volunteer, Foster Grandparent, and Senior Companions programs and general provisions); Title IV (administration and coordination); Title V

technology in public school technology programs, the presentation addresses the following topics: the impact of technology on society; the evolution of technological systems (production, transportation, and communication and information systems); the nature of technical means (knowledge of society, knowledge and technical means, and intellectual factors); the relationship between technology and science; the importance of technological literacy and the nature of technological systems; the need to study technology; and a curriculum structure for technology education. (MN)

ED 265 405 CE 043 439

DeVore, Paul W.
Work and Programmable Automation.
PUB DATE- 8 Apr 83
NOTE- 22p.; Paper presented at the Annual Spring Conference of the Industrial Relations Research Association, West Virginia Chapter (Charleston, WV, April 8, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Automation; Career Education; Computer Oriented Programs; *Employment Patterns; Employment Projections; *Futures (of Society); *Microcomputers; Robotics; *Role of Education; Technological Advancement

A new industrial era based on electronics and the microprocessor has arrived, an era that is being called intelligent automation. Intelligent automation, in the form of robots, replaces workers, and the new products, using microelectronic devices, require significantly less labor to produce than the goods they replace. The microprocessor thus makes it possible to have economic growth without increasing employment. Microprocessors and robots have altered and will continue to alter significantly the nature and character of work. If work is to serve human beings in their personal development, it seems imperative that they control the nature and character of their technical means so they contribute to, rather than detract from, the human quality of life. The institution of education has a responsibility to help people know and understand more about technical means and the relation of these means to social purpose, themselves, their work, the environment, and their future. The development of the microprocessor and other technical means forces a reassessment of traditional,

analog control circuits, digital control and maintenance; and (Section B) troubleshooting and troubleshooting power supplies. The guide follows a standard format that includes eight basic components that form each unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, and supplements, tests, and answers to tests and assignment sheets. Depending on the specific objectives, there may or may not be transparency masters, supplements, assignment sheets, or job sheets included in the unit of instruction. (KC)

ED 265 418 CE 043 483

Hendrix, Laborn J.
Residential Carpentry.
Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 85
NOTE- 1,147p.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (TI1137).
LANGUAGE- English
EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Building Trades; *Carpentry; *Construction (Process); Curriculum Guides; Finishing; Learning Activities; Postsecondary Education; Secondary Education; Tests; *Trade and Industrial Education; Transparencies; Units of Study

This curriculum guide provides instructional materials for a course to train carpenters who will make careers in construction. It includes 6 sections and 21 instructional units. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objectives), assignment sheets (applications of knowledges which are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters and supplements, tests, and test and assignment sheet answers. Depending on specific objectives, the unit may include transparency masters, supplements, assignment sheets, or job sheets. Section A has one

Rapid changes in technology and the economy have led to major staff reductions in the workplace, and have increased the need to assist displaced employees with outplacement counseling that is responsive, cost-effective, humane, and on-going. College counselors have the basic skills to effectively expand their role in this field in ways that enhance their contributions to their community or region, while providing new opportunities for professional growth and development. An actual outplacement counseling program used by college counselors at the State University College at Cortland, New York is described. The program combines not only individual and group programs, but also combines the people and resources of a college and a major industry. The article gives background of the need for counseling, the plan's development and implementation, and the outplacement outcomes. It concludes that an outplacement program alleviates some of the emotional trauma, shortens periods of unemployment, provides a much needed support system, provides economical and educational alternatives, and reduces personal and family stress levels. It also lists benefits to organizations faced with reduction in force, including the creation of good will, reduction in unemployment insurance costs, reduction in the likelihood of legal action, and enhancement of later recruitment efforts in terms of expansion or recall. The final summary identifies benefits of cooperation between education and industry in outplacement programming. (ABB)

ED 265 432 CG 018 755

Jason, Leonard A.; Thomas, Nathaniel
Facilitating Collaboration between the Clergy and Self-Help.
PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Clergy; Community Resources; *Cooperation; Counselors; Helping Relationship; Intervention; Mental Health Programs; *Self Help Programs; *Social Support Groups
IDENTIFIERS- *Mental Health Workers

People seeking help for personal problems usually turn to family, friends, and relatives first and then to sources such as trends in availability, volume, staffing, and expenditures of organized specialty mental health services in the United States, including the characteristics of patients who use these services; the features of organized specialty mental health services in each state; national mental health expenditures; revenues and expenditures of each state mental health agency; and trends in suicide. The document highlights trends in prevalence of mental disorders, mental health service delivery, expenditures, revenues, and suicide. Most of the document consists of statistics on the various topics. Appendices include sources and qualifications of data contained in specific chapters, a glossary of terms, and a list of contacts for further information. Ninety-one data tables and 17 figures are included. (ABL)

ED 265 445 CG 018 769

White, Arden; Hernandez, Nelda

Perceptions of Women and Men in Counselor Education About Writing for Publication.

PUB DATE- 85

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; *Counselor Educators; Faculty Development; Higher Education; Professors; *Sex Differences; *Work Environment; *Writing for Publication

Women in academic appointments have published less frequently than men. Since this difference is only partially explainable on the basis of fewer years in higher education, a study was conducted to determine men's and women's perceptions and experiences of writing for publication in the field of counselor education. A sample of 82 counselor educators balanced by sex, academic rank, and appearance or non-appearance as authors in the Social Sciences Citation Index (SSCI) between 1966 and 1983 was drawn from the fifth edition of a national directory of counselor education programs. Subjects completed a questionnaire on job activities, professional memberships, journal subscriptions, and recollection about having had mentor experiences. In addition, SSCI respondents were asked to recall perceptions, impressions, and judgments of variables that might bear differently on women's circumstances in scholarly work compared to those of men. Comparison group subjects were asked their views about writing for publication and any barriers or

Starrett, Richard A.; And Others
The Cuban Elderly and Their Service Utilization Behavior.
PUB DATE- Nov 85
NOTE- 24p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cubans; Demography; Economic Status; Hispanic Americans; *Individual Needs; Needs Assessment; *Older Adults; Prediction; *Social Services; Use Studies

In 1979-80, a national study used a combination of the Older Americans Resources and Services Functional Assessment Questionnaire and the Subjective Distress Scale of Psychiatric Status Schedule to assess the service needs of the Hispanic elderly. Thirty variables were selected from this data and categorized using Anderson and Newman's (1973) framework for classifying individual determinants of service use to determine which factors predict the social service use of a subset of 209 Cuban elderly. This framework conceptualizes the individual's demand for services as a function of the relationship among predisposing, enabling, and need factors. A path analysis used to examine the relative importance of the factors indicated that six variables directly impacted the use of social services by the Cuban elderly and accounted for 45.5 percent of the variance in use. The strongest predictors of use were the enabling factors of awareness and income, followed by the predisposing factors of nativity, age density, and age, and by one need factor, the need for services. These findings suggest that the Cuban elderly (who have a higher frequency of awareness of social services, lower income, greater frequency of need, are foreign born, live in rural areas, and are older) have a tendency to use more social services. Social service delivery systems should focus more attention on the Cuban elderly who possess these characteristics. (NRB)

ED 265 459 CG 018 783

Connolly, Michael P.; And Others
Crime and the Hispanic Elderly.

This document is the text of a Congressional hearing called to examine prevention of alcohol abuse in American families. In her opening statement, Representative Lindy Boggs states that alcohol abuse is related to many problems confronting families including divorce, violence, and behavioral emotional problems and that the purpose of this hearing is to focus on preventing alcohol abuse. Witnesses giving testimony include researchers; government administrators; representatives from advocacy groups, the alcohol industry, and the National Association of Broadcasters; counselors; and parents. Witnesses called for increased alcoholic beverage taxes, warning notices in alcohol advertising, and funding for various agencies. Prepared statements and materials submitted by witnesses and others comprise a large part of this document. These prepared materials include statements of social responsibility, public alcohol education program summaries and brochures, local government reports, newspaper clippings, and policy statements. (ABL)

ED 265 473 CG 018 797

O'Neil, Jean F.; Calhoun, John C.
Making a Difference: Young People in Community Crime Prevention.
National Crime Prevention Council, Washington, DC.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-934513-00-7
PUB DATE- 85
NOTE- 143p.
AVAILABLE FROM- National Crime Prevention Council, 733 15th Street, N.W., Suite 540, Washington, DC ($10.00, includes shipping and handling, discounts on quantities, call for quotes 202-393-7141).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - General (140)
DESCRIPTORS- *Adolescents; *Citizen Participation; *Community Involvement; Crime; *Crime Prevention; Program Descriptions; Social Action; *Social Responsibility; *Youth Programs

This document discusses the involvement of teenagers in community crime prevention. It gives the justification, methods, successes, and problems of crime prevention programs in which young people participate. Several reasons for involving teenagers are given: teenagers need to develop a sense of community, they are often the victims of crime, and they have useful services to offer. Two chapters offer "primers" in community crime prevention and youth potential in these prevention programs. Teenage involvement in

DESCRIPTORS- *Administrators; *Counseling Techniques; *Counselor Role; Foreign Countries; Helping Relationship; *Job Performance; Personnel Evaluation; Problem Solving; *Staff Development; *Transactional Analysis
IDENTIFIERS- England

This paper presents a counseling model based on transactional analysis (TA) to be used with staff members whose professional performance is considered marginal. The introduction of the paper suggests reasons for marginal performance. Counseling from the TA viewpoint is described as a series of transactions designed to improve performance, solve a personal or job-related problem, and create a path for individual development. Two stages to counseling situations based on TA techniques are explained. A first internal review of ego states and their effects by the manager is recommended as a preparation for counseling. Guidelines for this review are given which concentrate on strengthening the adult aspect of the client. A set of 10 TA guidelines for the actual counseling, designed to assist in developing exchanges which will solve the problem and encourage client growth and development, are listed and explained. The paper concludes by recommending follow-up evaluations once counseling has been terminated as a control measure to determine whether goals are practical and whether the action being taken will assure their attainment. (NRB)

ED 265 488 CG 018 812

Marsh, D. T.
Intra-Personal Skills: A Conceptual Model. Intra-Personal Skills Series. Coombe Lodge Working Paper. Information Bank Number 2047.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Apr 85
NOTE- 8p.; For a related paper, see CG 018 813.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Conflict Resolution; Emotional Response; Foreign Countries; *Individual Development; *Models; *Psychological Patterns; *Skill Development; *Systems Approach
IDENTIFIERS- England; *Intrapersonal Skills

This first paper in the intrapersonal skills series presents a conceptual model of intrapersonal skills. Intrapersonal skills are defined as those skills individuals need to possess and perfect in order to manage themselves, and as a prerequisite to interpersonal skills and introduces a series of these skills that can be incorporated into classroom teaching. Beginning with a definition of critical thinking, the monograph contains two main sections. The first section reviews both research findings and several programs for improving students' thinking skills, and then discusses helping students to remember what they read, improve their problem-solving skills, and adjust to their differing learning styles in acquiring knowledge. The second section presents a number of exercises, for stimulating students' critical thinking, that involve generating questions, imaginative writing, feedback that improves student performance, working in pairs, exploring students' problem solving methods, preparing and sequencing classroom discussions, and generating examples of the terms and concepts encountered in the learning process. The monograph concludes with a list of thinking skills programs. (EL)

ED 265 502 CS 008 268

Banks, Karen Vlahos; Nolen, Patricia
Diagnostic and Prescriptive Skills of Teachers and Related Specialists.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; Higher Education; Predictive Measurement; Predictive Validity; *Program Effectiveness; Reading Consultants; *Reading Diagnosis; *Reading Instruction; *Reading Research; Reading Teachers; *Remedial Reading; Teacher Education
IDENTIFIERS- *Diagnostic Skills

In light of criticisms that teacher preparation programs do not adequately prepare prospective reading teachers and specialists for actual classroom problems, a study was conducted to determine the accuracy of teacher diagnoses and planning for reading difficulties and to examine differences in coursework preparation and classroom experience. Subjects, 94 education students, were grouped according to their coursework backgrounds as follows: (1) those having taken developmental and diagnostic reading instruction courses, (2) those having taken only diagnostic reading instruction courses, and (3) those having taken only developmental reading instruction courses. Information about the teaching backgrounds of each was also collected. Subjects were asked to develop diagnoses and

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Military Personnel; Military Training; Planning; *Reading Achievement; *Remedial Instruction; *Remedial Programs; *Remedial Reading; Social Characteristics; *Student Characteristics
IDENTIFIERS- *Naval Training; Navy

Academic Remedial Training (ART) is a program providing remedial instruction in reading and verbal and study skills to Naval recruits who have scored below the sixth grade reading level on a standardized reading test (Gates-MacGinitie, 1978) or who have encountered academic difficulty completing recruit training. To determine whether data reflecting educational characteristics of Naval recruits over a 12-month period could be used to better manage the allocation and utilization of ART resources, the relationships among several characteristics were examined. Of the information routinely summarized monthly, the following variables were used: years of education, high school graduation status, month of entry, aptitude test scores (Armed Services Vocational Aptitude Battery, 1967-80), and reading comprehension grade level scores (RGL). Six null hypotheses reflecting various comparisons of these characteristics were tested statistically. The results indicate that recruits who enter the Navy are likely to vary in different months of the year according to the following variables: the percentage of those who score above and below the sixth grade reading level (6.0 RGL), the percentage of high school graduates, the percentage of high school graduates who score above and below 6.0 RGL, and the percentage of high school graduates who score below 6.0 RGL. The information gathered through consistent monitoring and analysis of monthly reports concerning the composition of the recruit population is valuable and can aid in the more efficient management of ART resources. (LLZ)

ED 265 516 CS 008 291

Power, Michael A.; White, Thomas G.
Measures of Word Frequency as Predictors of English Root Word Knowledge.
PUB DATE- Dec 85
NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

*Reading Diagnosis; Reading Processes; *Reading Research; Secondary Education; *Test Reliability
IDENTIFIERS- *Opin Procedure (Reading)

A study assessed the reliability and some aspects related to the validity of an open sentence approach to assessing comprehension during silent reading. Subjects, 37 randomly selected seventh-grade students, read an "Opin" passage, prepared by deleting the second half of every other sentence. The blanks filled in by students were evaluated using a scale based on the response's resemblance to the author's intent. Responses were also divided into fragmented, projective, and interactive categories. Oral readings of a second, intact passage were used to determine the kinds of reading miscues made by students. The results confirm that the Opin sentence procedure has sufficient interrater reliability to be used for assessing a reader's ability to interact with text during silent reading. Both the percent score method and the category scoring method proved reliable for reading assessment purposes. The pattern of correlations with the miscue scores also indicates that readers who attempt to interact with the text while reading are more likely to make miscues that are consistent with their search for meaning. (Tables of data and a sample Opin passage are appended.) (HTH)

ED 265 530 CS 008 355

Implementing the Recommendations of "Becoming a Nation of Readers": A Guide for Practitioners.

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 9p.; For the document, "Becoming a Nation of Readers: The Report of the Commission," see ED 253 865; For the document "Educational Programs That Work," see SP 027 254.
CONTRACT- 400-86-0005
AVAILABLE FROM- Publications Department, The Regional Laboratory for Educational Improvement of the Northeast & Islands, 290 South Main St., Andover, MA 01810 ($2.50 ea, includes postage and handling, prepaid, $2.00 ea, over 20, discounts on larger quantities).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

tinkered with its design so frequently that no practical test of the Compositor could be undertaken until 1894. The machine, with its 18,000 parts, was judged to be too complicated and too expensive for practical use. Only two prototypes were built, and Clemens lost his $190,000 investment. The Paige Compositor approached the marketplace too late for serious consideration by newspapers and printing companies. Capitalists declined to finance it. By the mid-1890s, the state of the art had passed over the Paige and its brilliant capacity to set, justify and distribute foundry type. The Linotype, which composed type lines in a hot-metal process, became the popular machine at newspapers and printing offices. (Author/HTH)

ED 265 545 CS 209 507

Winsky, Mary A.
Teacher Training Research: A Process Writing Journey.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Cognitive Processes; Elementary Secondary Education; *Master Teachers; *Teacher Attitudes; Teacher Education; Teacher Response; Teaching Methods; Writing Exercises; Writing Improvement; Writing Instruction; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- Process Research; *Teacher Researchers; *Writing Attitudes

Because of her interest in determining how to persuade other teachers to incorporate process-centered writing in their classrooms, the author applied for and received a teacher-as-researcher grant. Her research was conducted in New York City and nearby suburban schools. Although city schools tended to be shabbier and some teachers were not enthusiastic about changing their approaches to teaching writing, the response was primarily positive. She was especially impressed by the teacher trainer's sensitive, positive responses and to and toward the classroom teachers they observed and helped. However, in spite of the fact that suburban schools were staffed and attended by wealthier people, the prevailing attitude of the teachers toward understanding the writing process was not as receptive as that of dual biological and cultural determinants of psychogenesis, and the mediated nature of much of ontogenesis. (HOD)

ED 265 558 CS 209 535

Applebee, Arthur N.; And Others
Contexts for Learning to Write: Studies of Secondary School Instruction. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
Stanford Univ., Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89391-225-5
PUB DATE- 84
NOTE- 224p.
GRANT- NIE-G-80-0156
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($27.50 hardcover, $17.95 paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; *Content Area Writing; Prior Learning; Revision (Written Composition); Secondary Education; Task Analysis; *Textbook Content; *Textbook Research; Writing Instruction; Writing Processes; *Writing Research
IDENTIFIERS- Audience Awareness; Scaffolding; *Writing Development; *Writing Functions; Writing Tasks

Building upon the National Study of Writing in the Secondary School conducted in 1981, this volume presents the results of recent scholarly inquiry into the nature of writing. Background information for the study is discussed in chapter 1, while chapter 2 describes the additional data that have been gathered since the national survey: a study of textbooks in a variety of secondary school subject areas and a longitudinal study of the writing development of 15 students over a 16-month period. It also describes the system for analyzing student writing in terms of the audience addressed and the functions of writing. Chapter 3 reports the results from the study of the writing activities suggested in popular textbooks, and chapter 4 introduces the case study students and the writing they undertook during the 16 months. Chapters 5 and 6 examine this writing in more detail, focusing on the organizational patterns students are mastering. Chapters 7 and 8 concentrate on the varying approaches students took to their writing tasks, while chapters 9 and 10 address the link between the including the position that word processing is difficult to learn and takes time away from writing instruction. The fourth section of the paper lists eight steps that can be taken in support of the use of word processing, such as soliciting financial support for school computer labs from parents, local businesses, and government grants. The paper concludes with the opinion of most members of the committee that word processing is the best justification to date for using computers in the classrooms. (DF)

ED 265 572 CS 209 559

Squire, James R.
The Current Crisis in Literary Education.
PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (75th, Philadelphia, PA, November 22-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Elementary Secondary Education; *Literature Appreciation; *Teaching Methods

Sharing the cultural heritage is not the only responsibility of literary education in the K-12 curriculum. Still, teachers' current lack of agreement on the kind of literary experience important to young people, coupled with the failure of all but one of the major national school reform reports to mention literature as important to achieving a quality education, signals a present dilemma. While waiting for a redefinition of literacy, educators can consider the ramifications of four basic issues that must be resolved in K-12 program in literary education: (1) a teacher's concern about the transaction between book and reader must not blind him or her to the recognition that the quality of the literary work affects the quality of the literary experience; (2) programs in literature must provide young people with selected major literary experiences if Americans are to develop a common culture; (3) understanding and appreciating major literary works is dependent on developing the background knowledge and experience needed for understanding; and (4) educators must reexamine the traditional and contemporary canon of major literary works and identify those that speak most persuasively to young people. These four issues long for clarification and resolution. Teachers of literature and

ED 265 587 CS 505 168

Woal, Michael B.
Listeners' Socioeconomic Status and the Uses of All-News Radio.
PUB DATE- Nov 82
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; Economic Status; Media Research; Media Selection; *News Media; Programing (Broadcast); *Radio; Social Status; *Socioeconomic Status
IDENTIFIERS- Media Analysis; *Media Use

A study was conducted to determine the socioeconomic status (SES) of listeners of all-news radio. Subjects, 102 females and 98 males in the Philadelphia metropolitan area, responded to a 12-statement questionnaire in a telephone survey. Although previous studies suggested that listeners of low SES regarded radio primarily as a source of entertainment, the results of this study indicated that listeners of low SES view all-news radio as a source of both information and entertainment. One theory regarding this conclusion is that listening to the radio does not require the expenditure of intellectual effort or money and is therefore easily accessible to persons of low SES. (DF)

ED 265 588 CS 505 171

Reynolds, Christina L.
Coaching Strategies in Contest Rhetorical Criticism.
PUB DATE- 8 Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication (Thought Transfer); Higher Education; *Persuasive Discourse; Public Speaking; *Rhetorical Criticism;

ED 265 603 CS 505 191

McCroskey, James C.; McCroskey, Linda L.
The Affinity-Seeking of Classroom Teachers.
PUB DATE- Nov 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Classroom Environment; *Classroom Techniques; Communication (Thought Transfer); Communication Research; Elementary Secondary Education; Nonverbal Communication; Teacher Behavior; *Teacher Student Relationship; Verbal Communication
IDENTIFIERS- *Affinity Seeking Strategies

A study explored the extent to which affinity-seeking strategies are used in elementary and secondary school classrooms. Subjects, 311 elementary and secondary school teachers enrolled in classes related to communication instruction, completed a measurement instrument designed to evaluate their use of affinity-seeking strategies. Analysis of the data revealed that when teachers seek increased affinity with students they frequently use such strategies as physical attractiveness, sensitivity, and dynamism. However, such strategies as reward association, self-inclusion, similarity, openness, supportiveness, and conceding control were not often used. Teachers in the lower grades tended to use sensitivity, dynamism, and nonverbal immediacy more often than teachers in upper grades, while presenting interesting self and personal autonomy were used more frequently in the upper grades. (DF)

ED 265 604 CS 505 192

McCroskey, James C.; Baer, J. Elaine
Willingness to Communicate: The Construct and Its Measurement.

DESCRIPTORS- Futures (of Society); Higher Education; *Professional Education; Research and Development; *Teacher Characteristics; *Teacher Role; *Teachers; *Teaching (Occupation); Work Environment

"Educators in the professions" is a term covering those who provide educational services to professionals and who engage in the research and development efforts necessary for the understanding and improvement of these specialized educational endeavors. An informal research effort indicated that there are probably 1,500 to 1,750 such educators in the professional schools, examination services, and professional societies of North America. These educators can fill roles on service staffs or as teachers, consultants, researchers, project developers, or administrators, among others. They must be resourceful, capable of grasping new fields of study quickly, bright, tough, politically and diplomatically astute, able to sell, and knowledgeable about education generally. Such educators find dissemination of their work difficult since they frequently seek to address two audiences at once: educators in general and noneducator professionals in their chosen specializations. These educators receive substantial benefits from their positions but also frequently find themselves regarded as secondary in status to the full professionals in their subject areas. Their teaching colleagues are usually professionals untrained in pedagogy. In the immediate future it is likely that increasing budgetary restrictions will place considerable pressure on such educators to justify their existences and meet outside demands for productivity. (PGD)

ED 265 619 EA 018 090

Blank, Rolf K.; And Others
District and School Policies and Management Practices Leading to Effective Secondary Schools: Preliminary Draft for Non-Intensive Sites.
COSMOS Corp., Washington, DC.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985). For a related document, see ED 251 560.
CONTRACT- 400-83-0060
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

performance. PASS generates alternative futures by incorporating various analytic procedures with the subjective judgments of experts to produce a single possible scenario that compares a simulated future with three alternative forecasts for the same period. PASS is a menu-driven program that operates on an Apple IIe microcomputer with a single disk drive and a printer. A graphic display of the program and 12 references are appended. (MLF)

ED 265 633 EA 018 121

Harnisch, Delwyn L.
An Investigation of the Factors Associated with Effective Public High Schools.
PUB DATE- 18 Oct 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Competency Based Education; Educational Environment; *High Schools; *Institutional Characteristics; Multiple Regression Analysis; *Outcomes of Education; Prediction; *Public Schools; *School Effectiveness; School Organization; Scores; *Student Characteristics; Tables (Data)
IDENTIFIERS- *Excellence In Education; *High School and Beyond (NCES)

Data from the High School and Beyond study--restricted to over 800 regular public school students from a population of 18,684 who completed test batteries in both their sophomore and senior years--are analyzed in this report. Included in the cluster of 12 school variables are school policies, school resources, and school practices. The student-body characteristics cluster includes the home background and individual characteristics such as the Socioeconomic Status (SES) index along with five psychological measures and a quantity-of-instruction variable. Outcomes examined are from three major skill areas (verbal, mathematics, and science), along with a test composite measure. Statistical analyses reveal that the variable contributing most strongly to senior achievement is the sophomore test performance. The student-body characteristics exhibiting a strong positive relationship with the test composite are socioeconomic status, locus of control, quantity

Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Administrator Selection; *College School Cooperation; *Cooperative Programs; Elementary Secondary Education; *Inservice Education; Management Development; Program Descriptions; Program Design; Program Development; *Schools of Education
IDENTIFIERS- Davis School District UT; Utah State University

This document describes a partnership program for administrator training that the Davis (Utah) School District has established with the College of Education at Utah State University. This program was initiated because of the district's anticipated need for a large number of new administrators, coupled with the availability of numerous top teachers for administrative training and the preference of the district for administrators who are attuned to the local culture and district philosophy. It also served the needs of the university for greater exposure to public school systems, and it provided them with an effective way to revise their curriculum. In developing the model for the program, the first step was to review the administrative/supervisory curriculum in order to determine which courses should be strictly preservice and which could be either preservice or inservice courses. The latter courses were completely revised by teams consisting of university and school district personnel, so that they could be delivered in discrete modules to working staff. Admission requirements and program costs are discussed, and tables are interspersed throughout the text to illustrate the structure of the preservice and inservice curricula. (TE)

ED 265 648 EA 018 144

Hoegl, Juergen K.
Educational Standards, Accountability, and Student Assessment: Legal and Administrative Considerations for Competency Testing.
PUB DATE- Aug 83
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Standards; Accountability; Back to Basics;

Services.
PUB DATE- 84
NOTE- 149p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Administrator Qualifications; *Administrator Responsibility; *Administrator Role; Curriculum Development; Elementary Secondary Education; *Instructional Development; Instructional Improvement; Leaders Guides; *Leadership Responsibility; *School Supervision; Staff Development; State Departments of Education; Teacher Supervision
IDENTIFIERS- Georgia; Georgia State Department of Education; Instructional Leadership

This handbook provides resources for curriculum directors and other instructional leaders in Georgia school systems to assist in reviewing, evaluating, and updating their instructional programs. The first section lists the various roles of the central office instructional leader, presents a model of the domains of instructional supervision, and discusses certification requirements, communication responsibilities, and professional growth opportunities. The second section is a detailed discussion of an instructional supervisor's three areas of primary responsibility: curriculum development, staff development, and improving classroom instruction. The third section lists services provided by various divisions of the Georgia Department of Education. An extensive set of appendixes provide the following: (1) sample job descriptions, (2) requirements for certification and classification of school personnel in Georgia, (3) materials to assist in curriculum planning, and (4) Georgia codes and policies relating to instruction. (TE)

ED 265 662 EA 018 169

Selby, Kayda
Maine Dissemination Capacity Building Project: The Information Exchange. Final Report.
Maine State Dept. of Educational and Cultural Services, Augusta.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Jun 85
NOTE- 39p.
GRANT- NIE-G-80-0025

Oral Language Disorders Program. Language Is a Group Experience.
Washington School District, Phoenix, Ariz.
PUB DATE- Jun 83
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Disorders; Elementary School Curriculum; *Intervention; *Language Acquisition; Primary Education; Program Effectiveness; *Speech Therapy

The paper describes the Oral Language Disorders Classroom (OLDC), an approach providing intensive speech and language therapy and academic support to students with severe communication disorders in a primary classroom setting. The OLDC emphasizes preparation for quick return to the regular classroom. General school curriculum is modified and supplementary materials are designed to stress success in academics. The curriculum is organized around six units: self, family, school, community, plants, and animals. Program evaluation data are discussed, including changes in articulation and functional language communication skills, and in discrepancy between chronological age and language age. (CL)

ED 265 677 EC 181 366

Vargha-Khadem, Faraneh; Isaacs, Elizabeth
The Effects of Early vs. Late Cerebral Lesions on Verbal Learning and Memory in Children.
PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adventitious Impairments; Age Differences; Cerebral Dominance; Congenital Impairments; Elementary Secondary Education; Memory; *Neurological Impairments; *Neurological Organization; *Verbal Learning

The study sought to determine whether children with unilateral cerebral lesions sustained either prenatally or postnatally suffer from deficts in learning and memory skills and whether these differentiate left-sided from right-sided lesions. The subjects, 69 children ranging in age from 6 to 17 were divided into four patient analysis also deals with the framework for research, evaluation, and feedback in the system. Chapter 3 looks more closely into the policymaking and planning processes of the countries. Chapter 4 presents examples of the administrative process and related problems in certain selected countries, with particular attention to the management principles and methods applied. In chapter 5 the problems of financing and cost efficiency are addressed. Chapter 6 looks to future trends and development problems as they arise out of the material presented, and chapter 7 deals with what is being done and what could be done through international cooperation to strengthen policy, planning, and management in technical and vocational education. Following a brief concluding chapter, four appendixes provide the text of the Revised Recommendations concerning Technical and Vocational education; the technical and vocational education systems in diagram form; the guidelines for the original country reports; and a list of the authors of the reports. (YLB)

ED 265 288 CE 043 053

Elliott, Janet

The Organisation of Productive Work in Secondary Technical and Vocational Education in the United Kingdom. Studies in Technical and Vocational Education 2.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- ED-84/WS/49
PUB DATE- Aug 83
NOTE- 129p.; Small print in diagrams may affect legibility.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Government Role; *Job Training; *Nonformal Education; Postsecondary Education; Secondary Education; *Student Projects; Technical Education; *Vocational Education
IDENTIFIERS- *United Kingdom

This case study provides information on the formal and informal technical and vocational education systems operating within the United Kingdom. It is intended to assist policymakers, planners, administrators, and experts in technical and vocational education. Part I provides basic information on the country and its economy with special emphasis on employment and changing needs. Part II deals in some detail with the educational system in the United assessment report. Numerous examples are provided throughout the manual. (KC)

ED 265 301 CE 043 210

Russell, Russ
The Institutional Background for the Transition from School to Working Life in the FRG. Coombe Lodge Working Paper. Information Bank Number 1881.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Jan 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Career Education; Educational Needs; Educational Practices; *Education Work Relationship; *Foreign Countries; *Job Training; Program Content; Secondary Education; *Transitional Programs; *Vocational Adjustment; Vocational Education
IDENTIFIERS- *West Germany

The Federal Republic of Germany (FRG) has developed five sets of measures to respond to the problems of the transition from school to working life. These are (1) Arbeitslehre (learning about the world of work); (2) vocational guidance, involving multimedia, open-access vocational information centers and close coordination with the Arbeitslehre program; (3) Berufsvorbereitungsjahr (vocational orientation year); (4) Berufsgrundbildungsjahr (a basic foundation year that is designed to be a first-year training program, which is appropriate for a group of approximately 460 defined trades); and (5) apprenticeships. The traditional (and basic) system of vocational education and training in the FRG is known as the Dual System. Under this system, youths on a training contract or apprenticeship receive appropriate vocational training in a contracting firm and also attend a vocational school one day each week. In addition, each Land in the republic is free to make its own organizational arrangements for the provision of upper secondary education and apprenticeship training. Although apprentice wages are generally low, the system is accepted because of the social and economic status that comes with achieving the Meister certificate, which remains the most valuable and significant qualification available in the manual sector of West German industry. (MN) necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 316 CE 043 253

What's the Flexitime? Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-08-5
PUB DATE- 84
NOTE- 24p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Career Education; Competency Based Education; Core Curriculum; *Employment Practices; *Flexible Working Hours; Foreign Countries; Job Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); *Wages; *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand the advantages and disadvantages of flexitime as opposed to other methods of timekeeping and explore the criteria for determining wages. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 331 CE 043 268

People Who Live in Glass Houses. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-23-9
PUB DATE- 84
NOTE- 25p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; *Educationally Disadvantaged; Foreign Countries; *Greenhouses; *Grounds Keepers; Job Skills; Learning Activities; Learning Modules; On the Job Training; *Ornamental Horticulture; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students compare the advantages and disadvantages of buying or building a greenhouse, make a decision within cost constraints, and execute the task under supervision. This project is designed to meet the needs of trainees who are of low academic ability. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

ED 265 332 CE 043 269

The Tools of the Trade. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

Ready, Steady, Go! Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-52-2
PUB DATE- 84
NOTE- 20p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; *Food Service; Foreign Countries; Job Skills; Learning Activities; Learning Modules; On the Job Training; *Planning; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- *Catering; England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students plan and prepare a practical activity (the example used is catering). The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

ED 265 348 CE 043 285

Don't Eat Germs! Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-53-0
PUB DATE- 84
NOTE- 19p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.

Education; *Repair; *Technical Education
IDENTIFIERS- *Airframe Technicians

This airframe repairman course comprises the self-study portion of an on-the-job training program. It deals with the job-related knowledge requirements for airframe repairs that are required to progress from the 3 to 5 skill level of the career field. It contains five volumes. Volume 1 (27 hours) covers the general subjects related to the operation of an airframe repair shop. Subjects such as career progression, security, publications, supply, supervision and training, maintenance management, and safety are covered. Volume 2 (54 hours) discusses the fundamentals of metal working. Volume 3 (27 hours) covers the basic repair procedures. Volume 4 (27 hours) advances the discussion into the various fastening methods, and volume 5 (42 hours) deals with the specialized repairs related to airframe repair. Subject matter is developed by a series of learning objectives which set learning goals. The text that follows each objective gives the information needed to reach that goal. Exercises following the information give a check on achievement. Answer keys appear in the back of each volume. Supplementary material provided for each volume contains replacement pages. Volume review exercises are also provided for each volume. (YLB)

ED 265 363 CE 043 323

Cass, Monte; Park, Frieda

Job Placement Guide. A Basic Approach to School-Based Job Placement Programs. Third Edition.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- Sep 85
NOTE- 144p.; Revised publication of the Job Placement Manual, Second Edition.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Ancillary School Services; Career Education; *Employment Potential; Employment Services; *Followup Studies; *Job Development; *Job Placement; *Job Search Methods; Postsecondary Education; Program Development; Program Evaluation; *Program Implementation; Two Year Colleges; Vocational Education; Vocational Followup

Meyerson, Martin; Zemsky, Robert
Training's Policies: Public and Private Reinforcement for the American Economy. Final Report. The Impact of Public Policy on Education and Training in the Private Sector.
Pennsylvania Univ., Philadelphia. Higher Education Finance Research Inst.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 91p.; For related documents, see CE 043 357-358.
CONTRACT- 400-81-0025
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Case Studies; Community Colleges; Cooperative Planning; Delivery Systems; Economic Development; Educational Cooperation; *Educational Policy; Educational Practices; Financial Support; *Government School Relationship; Higher Education; Industrial Training; Interviews; *Job Training; National Surveys; Postsecondary Education; *Public Policy; Retraining; *School Business Relationship; School Districts; Small Businesses; Statewide Planning; Tax Credits; Two Year Colleges; Unemployment Insurance; Unions; Vocational Education
IDENTIFIERS- Impact Studies; *Private Sector

A study examined the impact of public policy on education and training in the private sector. During the study, the following research activities were completed: a statistical examination of the scope and nature of firm-supplied training, 20 case studies of the training supplied by large firms representing a diverse set of industries across the country, and a review of key public policies and programs. These analyses indicated that of the approximately 5 million workers now receiving formal training in the workplace, approximately 3.5 million are participating in programs financed and organized (but not necessarily conducted) by firms. Generally speaking, training is being offered to comparable numbers of men and women; however, minorities and those individuals with the least prior education still remain the least likely to receive firm-sponsored training. Most of the training provided by the firms studied was job specific and highly sensitive to business cycles. Although the decentralization of job training programs should be extended, policymakers should continue to recognize the importance of the Federal Government as a modest, yet necessary unifying force in shaping policies for the delivery of firm-sponsored training and should formulate legislation concerning educational appropriations and taxes accordingly. (MN)

(authorization of appropriations); and Title VI (amendments to other laws and repealers). (MN)

ED 265 391 CE 043 402

Langan, A. Bud
Educational Training in a Pre-Release Correctional Center/A Collaborative Model.
PUB DATE- 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Competency Based Education; Cooperative Planning; *Cooperative Programs; *Correctional Education; *Correctional Rehabilitation; County Programs; Educational Cooperation; Job Placement; Job Search Methods; *Job Training; Models; Outcomes of Education; Postsecondary Education; State Programs; *Transitional Programs; Vocational Education
IDENTIFIERS- *Prerelease Programs

A prerelease program was developed to provide job training to persons who were within 90 to 120 days of their scheduled release date from a Washington State prison. The Geiger program was sponsored and operated jointly by Spokane County and State agencies. Because it was determined that the 84-bed unit would handle approximately 30 arrivals and 30 departures each month, the program was designed using an open-entry/open-exit format. The initial stage in the vocational training program evolved around a simplified needs assessment process using inmate representatives to conduct an institutional survey. The first projects at the center featured a series of competency-based modules dealing with electrical training, drapery making, and cook and baker training. Job placement assistance and training in job search methods were also provided. To date, the program has been quite successful and is slated to continue. (MN)

ED 265 392 CE 043 405

institutionalized approaches. Education must focus on the future, learning how to learn, lifelong learning, and the skills associated with these processes which enable humans to reprogram themselves to do what they have not been trained to do. (YLB)

ED 265 406 CE 043 440

DeVore, Paul W.
Education--Technology and Public Policy.
PUB DATE- 20 Apr 83
NOTE- 22p.; Paper presented at the Summit Conference of the American Industrial Arts Association (Milwaukee, WI, April 20, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Benefits; *Educational Needs; *Educational Policy; *Industrial Arts; *Information Centers; Needs Assessment; *Public Policy; Secondary Education; Technical Education; *Technological Literacy; Technology; Trade and Industrial Education

Public policy with respect to industrial arts as a part of general education is almost nonexistent. In fact, one finds little true commitment to the field except by its practitioners, and they frequently report such problems as not having a textbook available for their course or having school counselors assign to their courses students who cannot read. This situation is especially critical when considered in light of the competition that the United States is currently facing in such areas as heavy industry, manufacturing, and microprocessor and information technology. At long last, others concerned with the need for technological literacy have realized that the industrial arts/technology education field has a vital role to play in revitalizing the Nation's economy by increasing the understanding of technology among its citizens. One way to enable industrial arts to accomplish this mission would be to create a national center for the study of technology and human affairs that could provide the level of academic and political leadership required for the development and implementation of appropriate public policy concerning technology education. (MN)

unit--Introduction to Residential Construction. Section B, Foundations, contains three units: Concrete Foundations, Wood Foundations, and Special Applications. Section C, Forming, contains two units: Footing and Foundation Forms and Edge Forms. The four units in section D, Framing, are Floor and Sill Framing, Wall and Ceiling Framing, Roof Framing, and Special Framing. Section E, Exterior Framing, has five units: Cornices and Gable Ends, Roof Finishes, Exterior Walls and Trims, Windows, and Exterior Doors. Section F, Interior Finishing, contains six units: Insulation, Dry Wall, Interior Walls and Ceilings, Interior Doors and Trims, Cabinet Installation and Special Built-ins, and Floor Finishes. (YLB)

ED 265 419 CE 043 484

Litton, Bill; Sharpton, James
Introduction to Auto Body. Vocational Trade and Industrial Education.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 85
NOTE- 683p.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (TI1175).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Body Repairers; Behavioral Objectives; Course Content; *Job Skills; Learning Activities; *Motor Vehicles; Postsecondary Education; Secondary Education; State Curriculum Guides; Teaching Methods; Technical Education; *Trade and Industrial Education; Transparencies; Units of Study; Vocational Education

This curriculum guide is designed to provide students with an overview of the duties, procedures, concepts, tools, and equipment used in the auto body industry. This introductory course will prepare students to undertake training in one or more specialty areas of the auto-body trade. Suitable for secondary, postsecondary, or adult education programs, this curriculum guide contains 13 instructional units. The units cover the following topics: orientation, safety and basic first aid, paint and body shop safety, mathematics and measuring, interior detailing, body and frame construction nomenclature, general hand tools, body and neighborhood support systems, self-help groups, and community helpers such as physicians and clergy. These natural support systems need to be used and supported more by mental health professionals. One relationship which could be encouraged is the one between the clergy and self-help groups. The relationships and communications between these two groups were clarified in a two-part study. In the first part of the study, religious leaders (N=200), within Jewish, Catholic, Lutheran and Baptist organizations in Chicago were surveyed concerning their attitudes toward self-help groups. Results showed that 70 percent of the respondents (N=64) had made at least one referral to a self-help group and that the religious leaders had generally positive feelings towards these groups. Even though they felt that self-help groups would be helpful, the religious leaders were aware of specific self-help groups to whom they could refer for only 54 percent of the problems brought to them by congregation members. In the second part of the study, a consultation session was provided for a sample of the religious leaders who had never made a referral to a self-help group. The results showed an observable increase in activities involving self-help groups following consultation, suggesting that mental health professionals can provide the clergy with information and resources about self-help groups in their communities. (ABB)

ED 265 433 CG 018 756

Johnson, Suzanne Bennett
Adjusting to Childhood Diabetes.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Aug 85
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- HD-13820
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Adolescents; *Childhood Attitudes; *Children; *Diabetes; Disabilities; *Mother Attitudes; Special Health Problems; Tests; Therapy
IDENTIFIERS- Compliance (Behavior); Diabetes Opinion Survey; Parents

difficulties bearing on research and writing they perceived as present in their work or personal situations. The results indicated that more SSCI members had assigned time for research, engaged in fewer non-job professional activities, and had more statistics courses in their training than did non-SSCI subjects. Comparisons between women and men revealed two significant differences: the number of statistics courses taken in training, and perceptions of institutional emphases on writing for publication. Women reported less access/entry to writing possibilities within departments than did their male colleagues. They also noted lack of confidence and training, and the pressure of family responsibilities and commitments as conditions affecting publishing opportunities. Overall, women perceived a lower institutional emphasis on publishing than did men. (Author/ABB)

ED 265 446

CG 018 770

Thomas, Jeanne L.; And Others
Relationships with Adult Children: Support Functions and Vulnerabilities.
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- Nov 85
NOTE- 30p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
GRANT- NIA-AG05013
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Background; Child Responsibility; Family Relationship; *Helping Relationship; *Older Adults; *Parent Attitudes; *Parent Child Relationship; Self Concept; Social History; Social Support Groups
IDENTIFIERS- *Adult Children; Self Reliance

The family is the primary source of supportive services to the aged in this country. A study was undertaken to examine two issues related to developmental functions of relationships with adult children: the parent's view of assistance received from adult children, and age differences in those views; and, secondly, the functions of assistance received from adult children. In semi-structured interviews, 17 parents in two age groups (65-74, 75-85) described family structure and helping patterns, and

PUB DATE- Nov 85
NOTE- 20p.; Paper presented at the Annual Meeting of the American Criminology Society (37th, San Diego, CA, November, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crime; Disabilities; Ethnic Discrimination; Family Relationship; *Hispanic Americans; *Older Adults; *Physical Health; Sex Discrimination; *Victims of Crime

Although the determinants of experienced and reported crime have been fairly extensively studied, there is relatively little consensus about the predictors of victimization or likelihood of reporting crimes, and research on the elderly Hispanic Americans as victims and reporters is practically nonexistent. In 1979-80, a national study used a combination of the Older Americans Resources and Services Functional Assessment Questionnaire and the Subjective Distress Scale of Psychiatric Status Schedule to assess the service needs of the Hispanic elderly. Data from a subset of 84 Hispanic elderly respondents who reported having been victimized by crime in the last year were examined to determine the crime reporting behavior and the crime experienced by the Hispanic elderly. Twenty variables were selected and classified according to whether they represented individual, family, or community characteristics; health; or indicators of crime. The results of the regression analysis revealed that crime reporting behavior was directly impacted by four variables (ethnic discrimination, contact with children, hospitalization, and sex discrimination) which accounted for 30 percent of the variance. Only one variable was found to directly affect the amount of crime experienced: being disabled accounted for 11 percent of the variance. These findings suggest that ill health predisposes some Hispanic elderly persons to more experienced and reported crime, while sensitivity to ethnic discrimination and family support motivate the Hispanic elderly to report crime. (NRB)

ED 265 460 CG 018 784

Safian-Rush, Donna
Is the Authoritarian Trait in Mental Health Workers a Significant Predictor Variable of Patient Assault?
PUB DATE- 81
NOTE- 69p.

crime prevention programs in cities, suburbs, and rural areas with a variety of sponsors including law enforcement agencies, schools, youth groups, and community agencies is described. The characteristics of good programs, including resources, adult mentors, amd community support are noted. The problems existing crime prevention groups have encountered such as lack of adult involvement, adult domination, lack of rules, insufficient funding, and transportation problems are discussed. Twenty-eight programs throughout the United States and two from Canada are summarized with addresses and telephone numbers. (ABL)

ED 265 474 CG 018 798

Kozak, Lola Jean; McCarthy, Eileen
Hospital Use by Children in the United States and Canada. Comparative International Vital and Health Statistics Reports.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
REPORT NO.- DHHS-PHS-84-1477; ISBN-0-8406-0295-2
PUB DATE- Aug 84
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *Children; *Delivery Systems; *Hospitalized Children; Hospitals; Insurance; *Medical Services; Statistical Analysis
IDENTIFIERS- *Access to Health Care; Canada; *United States

This document presents a statistical study of hospital use by children in the United States and Canada designed to determine why the hospital discharge rate of children in the United States is lower than many other Western industrialized nations, although the discharge rate for the general U.S. population is higher. Several reasons for the lower rate are suggested, including the possibilities that American children are in better health, fewer children are hospitalized unnecessarily in the United States, or some children are not receiving needed hospital care. A comparison of Canadian and U.S. statistics is included because of the two countries' similar hospital structure and data. Data are presented in three areas. Hospital use is compared using data on age and sex, diagnosis, surgical procedures, newborn infants, and hospital fatalities. Health status is compared using morbidity, mortality and cause of death data. Health services are compared using supply skills. It is noted that intrapersonal skills are concerned with lessening internal conflict; understanding how one handles perceived external experience internally; and coming to terms with one's qualities, limitations, and potential. The conceptual model presented here views people as systems with inputs, processes, outputs, and, as open systems, with a feedback loop between output and input. Two systems models, a simple, closed physiological model and a more complicated, open psychological one, are illustrated and discussed. The psychological system is then expanded to include needs, decisions, and goals in the model. The effects of natural limitations, value added limitations, and cost/rewards analysis on the model are considered. A flow chart of intrapersonal conflict is provided and five defense mechanism responses to conflict are discussed: (1) reaction formation; (2) displacement; (3) projection; (4) introjection; and (5) rationalization. (NRB)

ED 265 489 CG 018 813

Marsh, D. T.
Belief Systems: The Effective Management of Self-Esteem by Internalizing Programmes from Assertion and Awareness Training. Management Development: Personal Growth through Intra-Personal Skills. Coombe Lodge Working Paper. Information Bank Number 2048.
Further Education Staff Coll., Blagdon (England).
PUB DATE- May 85
NOTE- 12p.; For a related paper, see CG 018 812.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Assertiveness; *Beliefs; Civil Liberties; Cognitive Style; Foreign Countries; Perception; *Self Esteem; *Skill Development; Work Environment
IDENTIFIERS- *Employee Rights; England; *Intrapersonal Skills

This second paper in the intrapersonal skills series is concerned with belief systems and how individuals can manage self-esteem by internalizing assertion and awareness training program concepts. The introduction of the paper defines self-esteem and examines how individuals form their self-concepts. It is proposed that persons gather and selectively encode information from external events in accordance with some already existing internal scripts. Assertion training is described as a way to increase self-esteem and respect by enabling people to choose to respond by defining a set of rights which people must learn to act upon. Two sets of rights which might prescriptive plans for four cases, each characterized by a different reading problem. The responses were evaluated according to the judgments of three experts in the field. Results showed that coursework background and years of teaching experience did not lead to differential performance in diagnosing and planning instruction. In addition, the subjects performed poorly in comparison with expert judgment on all variables examined. (FL)

ED 265 503 CS 008 271

Douglass, Malcolm P., Ed.
Writing and Reading across the Curriculum; Proceedings of the Claremont Reading Conference (52nd, Claremont, California, March 22-23, 1985). Forty-Ninth Yearbook.
Claremont Graduate School, Calif.
REPORT NO.- ISBN-0-941742-03-2
PUB DATE- 85
NOTE- 276p.
AVAILABLE FROM- Claremont Reading Conference Yearbook, Harper 200, Claremont Graduate School, Claremont, CA 91711 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- Childrens Literature; Computer Assisted Instruction; *Content Area Reading; *Content Area Writing; Elementary Secondary Education; Fused Curriculum; Interdisciplinary Approach; Literacy; Literature Appreciation; Readability; Readability Formulas; Reading Comprehension; Reading Instruction; Reading Processes; Reading Programs; *Reading Research; Reading Skills; Reading Strategies; Teaching Methods; Writing Skills
IDENTIFIERS- *Thinking across the Curriculum; Thinking Skills

The papers included in this book focus on writing and reading across the curriculum. Beginning with an introduction by Malcolm P. Douglass, the book contains the following 25 titles: "Writing and Reading Across the Curriculum" (Malcolm P. Douglass); "A Deepening Understanding of Reading and Writing" (Walter Loban); "The Relationship of Language and Thought, Bilingualism, and Critical Stage Theory to Reading" (McCay Vernon); "Let Students Have Their Say" (Roach Van Allen); "Ways of Knowing and a General Education: What Do These Mean for Reading?" (Paul E. Heckman); "The Search for the Profession of Teaching" (David M. Greene); "Reading, Thinking, and Writing across the Curriculum" (Julie Simpson and Trudy Beck); "Reading Made Easy" (Rosina Spitzer); "Let's Bring Writing and

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Grade 3; Grade 4; Morphology (Languages); *Predictive Validity; *Reading Research; *Vocabulary Development; *Vocabulary Skills; *Word Frequency; *Word Recognition
IDENTIFIERS- *Root Words

To determine if measures of the frequency of English root words can serve as reliable predictors of knowledge of those words, a 98-item multiple choice vocabulary test, in which all of the items were English root words, was administered to 46 third graders and 45 fourth graders. The percentage of correct responses for the words was correlated with four measures of word frequency, using two methods of grouping--arithmetic and logarithmic. Three hypotheses were tested: (1) for morphologically basic (unaffixed) root words, there should be a strong relationship between word frequency and word knowledge; (2) the advantage of logarithmic grouping over arithmetic grouping should be less apparent, or non-existent, for morphologically basic words; and (3) for grouped basic words, simple item frequency would prove as strong a predictor of word knowledge as family frequency. All three of the hypotheses were confirmed. All frequency by knowledge correlations were quite high, arithmetic grouping gave the highest correlations, and simple item frequency proved to be the strongest predictor of root word knowledge. (Author/HOD)

ED 265 517 CS 008 294

Howard, Marilyn
Using Oral-Motor Cues to Develop Phonemic Awareness in Kindergarten.
PUB DATE- Dec 85
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Discrimination; Aural Learning; *Beginning Reading; Kindergarten; Kindergarten Children; Language Acquisition; *Phoneme Grapheme Correspondence; *Phonemes; Reading Achievement; Reading Instruction; *Reading Research; Teaching Methods; Visual Learning
IDENTIFIERS- Auditory Discrimination in Depth Program

The Auditory Discrimination in Depth (ADD) program, an oral-motor approach to beginning reading instruction, causes students to

DESCRIPTORS- Classroom Environment; Curriculum Development; Educational Assessment; Elementary Education; Family Influence; Higher Education; Instructional Improvement; Literacy Education; Professional Development; Reading Habits; *Reading Instruction; Reading Materials; *Reading Programs; Student Evaluation; Teacher Education

IDENTIFIERS- Becoming a Nation of Readers; *National Diffusion Network Programs

Continuing the work synthesized in the Commission on Reading report "Becoming a Nation of Readers," this guide charts 31 programs (described in "Educational Programs That Work") validated by the National Diffusion Network that meet the commission's 17 major recommendations. The guide will enable educators to see which of the validated programs they can use to improve their reading programs in any of the recommended areas, which include working with parents to foster reading at home, instructional materials and approaches, classroom environment, reading and writing assessment, and teacher education and professional development. (HTH)

ED 265 531 CS 209 173

Kendall, Janet Ross; And Others

English Reading Skills of Kindergarten and Grade One French Immersion Students and Response.

PUB DATE- Jun 84

NOTE- 61p.; Papers presented at the Colloquium on Research in Reading and Language Arts in Canada (Lethbridge, Alberta, Canada, June 7-9, 1984). Support for the original study was provided by the Educational Research Institute of British Columbia.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Educational Research; Educational Theories; English; Foreign Countries; French; *Immersion Programs; Primary Education; Program Content; *Program Effectiveness; *Reading Ability; *Reading Processes; *Second Language Learning; Second Language Programs; Teaching Methods

IDENTIFIERS- *Canada

The reading skill development of anglophone kindergarten children in French immersion programs in Canada is the subject of the two papers included in this document. The first paper describes a study their colleagues in the city. As district writing coordinator, the researcher decided to continue teaching junior high school writing class for credibility. Among the conclusions were that the approach to other teachers would have to be as delicate as the approach to students, that "ownership" of the classroom must remain with the teachers, and that regularity of support and follow-through is crucial. In addition, teacher training is a process, not a product. Perhaps most important, it is necessary to learn more about teacher training from teachers themselves. (DF)

ED 265 546 CS 209 512

Baron, Dennis E.
Grammar and Good Taste: Reforming the American Language.
REPORT NO.- ISBN-0-300-02799-0
PUB DATE- 82
NOTE- 263p.; Published with assistance from the Kingsley Trust Association Publication Fund established by the Scroll and Key Society of Yale College.
AVAILABLE FROM- Yale University Press, 302 Temple St., New Haven, CT 06511 (25.00 cloth--ISBN-0-300-02799-0; $9.95 paperback--ISBN-0-300-03080-0). National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (paperback, Stock No. 18739, $8.00 member, $10.25 nonmember).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Diachronic Linguistics; Dictionaries; Educational Change; *Educational History; *Grammar; *Language Planning; Language Usage; Letters (Alphabet); Spelling; *United States History
IDENTIFIERS- *Language Reform; *Spelling Reform

Tracing both current concern for correctness in speech and writing and continued suspicion of formal language regulation, this book explores the history of American language reform and failure. The first three chapters examine early attitudes toward the English language in the New World, and the development of the concept of Federal English in post-Revolutionary America. The fourth and fifth chapters consider the movements for spelling reform and for the creation of a language academy on the model of the French Academy. Chapters six and seven then examine the role of the common schools in directing the course of English through grammar instruction and problems students have in writing, their knowledge of the topic under consideration, and the role of writing as an aid to learning in content area classrooms. Chapter 11 develops in more detail the notion of instructional scaffolding and its usefulness in improving writing instruction. Finally, chapter 12 highlights the findings and suggests some questions that need to be addressed in future studies. (HOD)

ED 265 559 CS 209 536

Goldstein, Cynthia
The Radical Press and the Beginning of the Birth Control Movement in the United States.
PUB DATE- Aug 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Books; *Contraception; Family Planning; Federal Legislation; Journalism; Mass Media; Newspapers; Pamphlets; Persuasive Discourse; Publications; Public Opinion; Sex Education; Socialism
IDENTIFIERS- Anarchism; Nineteenth Century; *Radical Press; Twentieth Century; *United States

The American birth control movement was born among radicals, mostly socialist women, early in the twentieth century. Although some information about birth control had circulated in medical journals, books and advertising in the nineteenth century, the passage in 1873 of a federal obscenity law known as the Comstock law resulted in the absence of information about birth control in nonmedical media. Birth control proponents, such as William and Margaret Sanger and Emma Goldman, then used and created their own publications by means of the radical press, which provided press coverage of birth control and the heroes and martyrs of the movement. A profound change in American attitudes toward birth control occurred in the early twentieth century. Late nineteenth century moral revulsion became disinterested acceptance. The true context of the movement received media attention only in the radical press, however. Progressivism, a product of Victorian values, did not go beyond those values. The progressive movement as

specialists in the literary transaction need to join current efforts to seek quality in the English curriculum by reexamining the content of programs as well as the methods used to teach. (HTH)

ED 265 573 CS 505 004

Olson, Clark D.; Vasilius, Janet M.
Topicality 1 and Topicality 2: A Quest for True Meaning.
PUB DATE- Feb 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; Credibility; *Debate; Definitions; Evaluation Criteria; Higher Education; Judges; *Persuasive Discourse; *Speech Communication
IDENTIFIERS- *Topicality

The actual nature of topicality as it is presented in intercollegiate debate rounds has become so split that there are two different types of topicality. The first type (T1) is a "real" argument that is subjective, intentional, absolute, jurisdictional, pragmatic, and focuses on content and product. The second type (T2) is strategic, objective, partial, theoretical, and focuses on form and process. By voting on T2, since it is a mechanical device, a judge often never needs to decide the true T1 issue. Hence, a judge can vote on topicality and satisfy the internal need to limit the topic without ever really dealing with the heart of the issue. Possible remedies to this problem include: (1) externally applied mechanisms to shape topicality arguments, (2) cooperative endeavors, (3) significance as a criterion in the round where topicality is an issue, (4) resolutional justification/conditional counterplans, (5) counterresolutional disadvantages, (6) new standards, (7) dispensing with the resolution, and (8) topicality jihad, or hastening the polarization through hostile and antagonistic practices. (HOD)

Speech Communication; Speeches; Verbal Communication
IDENTIFIERS- *Coaching; *Contests; Speech Events

Coaching rhetorical criticism events is demanding because it places demands on a forensic coach's knowledge of rhetorical theory and method and is time consuming. However, it may become a simpler event to coach if there is an understanding of the process of developing a speech for rhetorical criticism and specific strategies that can be used in coaching the event. There are six steps in developing a speech: (1) deciding on a subject, (2) doing research, (3) analyzing through dialogue, (4) utilizing method, (5) synthesizing methods, and (6) writing the speech. Among the ten suggested coaching strategies are talking and listening to students, making students defend their answers to a coach's questions, and keeping an annotated card file of books and articles encountered in readings. (DF)

ED 265 589 CS 505 173

Rasmuson, Todd J.
The Competitive Atmosphere: Its Effects on Forensic Speeches.
PUB DATE- Nov 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Competition; Higher Education; Motivation Techniques; *Persuasive Discourse; *Public Speaking; Speech Communication; Speeches; Verbal Communication
IDENTIFIERS- *Contests; *Speech Events

By exploring the relationship between competition theory and forensic speech contests, three benefits can be clearly identified: (1) students learn communication theory, (2) students who most accurately follow what is taught are awarded, and (3) students modify speeches by studying judges' comments, imitating winners, and utilizing selective innovation. Among the positive effects of the competitive atmosphere are students' attempts to excel, because only one speech receives a first place award and the winner must strive to improve in order to remain a winner. However, more research is needed in this area in order to determine whether the effects of competition are primarily positive or are in fact negative. (DF)

PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); Communication Apprehension; Communication Research; *Interpersonal Communication; Personality Traits; Speech Communication; Test Validity; *Verbal Communication
IDENTIFIERS- Communication Patterns; *Willingness to Communicate Construct

Because a review of literature revealed that no valid instrument for measuring a person's willingness to communicate existed, a willingness to communicate (WTC) instrument was developed. The basis of this construct is the assumption that willingness to communicate is a personality-based, trait-like predisposition which is fairly consistent across a variety of communication contexts and types of receivers. A scale was designed that includes items related to four communication contexts--public speaking, talking in meetings, talking in small groups, and talking in dyads--and three types of receivers--strangers, acquaintances, and friends. The instrument was administered to 428 college students as were two other instruments that measured communication apprehension and self-reported verbal activity. Analysis of the data indicated that the willingness to communicate construct is valid. Further research in this area is needed, particularly under conditions where the individuals observed truly have free choice of whether to communicate or not. (DF)

ED 265 605 CS 505 193

Lewicki, Kathleen
Alternative Methods to Practicum Grading.
PUB DATE- Aug 85
NOTE- 9p.; Paper presented at the Annual Meeting of the American Theatre Association (Toronto, Ontario, Canada, August 4-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Policy; High Schools; *Organizational Effectiveness; Organizational Theories; Predictor Variables; *School Administration; School Districts; *School Effectiveness; *School Organization; Theory Practice Relationship; Urban Education
IDENTIFIERS- *District Secondary School Study; Excellence in Education; Organizational Excellence

Descriptive findings concerning organization and management practices in 16 urban high schools across the United States are reported in this paper. The findings are based on data from the as yet incomplete 3-year District/Secondary School Study. This research effort involved urban comprehensive high schools without special admissions requirements and with significant numbers of students drawn from minority and low income groups. Some schools were examined intensively through interviews, observations, and analysis of records; others participated only in limited interviews. The paper first reviews relevant elements of school effectiveness theory and organizational excellence theory. The researchers sought data on dependent variables reflecting school performance outcomes and independent variables reflecting the presence of characteristics found in the effectiveness and excellence theories. District policies and community characteristics were also considered. This paper reports that the school-related organizational characteristics suggested by the effectiveness and excellence theories are not present in all schools. The research further found that schools varied in the extent to which the district participated directly in school administrative decisions. The relationship between these findings and school performance is not reported because the research is not yet complete, but preliminary analysis suggests that some relationship may be found. (PGD)

ED 265 620 EA 018 103

Achilles, C. M.; Lintz, M. N.
Results of a Project to Improve Proficiency Scores in Selected Ninth Grades, 1984-85 School Year. First-Year Evaluation Report: Knoxville City Schools (KCS).
Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
PUB DATE- 1 Jul 85
NOTE- 28p.
LANGUAGE- English

of instruction, and parent involvement. Concluding the paper are 28 references, 4 data tables, and an appendix describing the selected variables. (MLF)

ED 265 634 EA 018 122

James, Michael A.; Boyles, Lyle E.
A Teamed Approach to Making the Transition to a Middle School.
PUB DATE- Dec 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Kansas Association of School Boards (Topeka, KS, December 2-3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; College School Cooperation; Community Support; Consultants; Curriculum Evaluation; Educational Change; *Instructional Program Divisions; Intermediate Grades; Junior High Schools; *Middle Schools; Needs Assessment; *Organizational Change; Physical Characteristics; *School Organization; Student Characteristics; Superintendents; Teamwork
IDENTIFIERS- *Augusta Unified School District 402 KS

To improve the existing junior high school's academic and activities programs as well as the school environment, a school superintendent and a middle school consultant teamed with others to effect the transition of a 7-9 grade junior high school plan to a 6-8 grade middle school plan in Augusta, Kansas. The overall plan was basically simple and straightforward: assess needs, develop alternatives, educate participants, collectively decide courses of action, gain support, push for reform, initiate phasing-in plans, finalize decisions, evaluate progress, and share findings. The consultant examined all academic records in reading and mathematics for students then in grades 4-9. The school nurse supplied data for heights and weights for these same students. Principals and their assistants, at all grade levels, were interviewed for insights into both academic and social growth characteristics of these students. The consultant and superintendent met with several groups of school and community people to assess attitude, concern, and interest in school improvement. Based on the students' characteristics and the concerns of the school and community members, a series of concerns and recommendations emerged. The basic planning model used in the organizational change is presented along with some general principles of operation that should be followed in making a

Competency Based Education; Court Litigation; Educational Objectives; Educational Quality; Elementary Secondary Education; *Minimum Competency Testing; School Law; *Student Evaluation
IDENTIFIERS- Illinois

Minimal competency testing of students can be an effective tool for improving educational quality if applied appropriately with adequate safeguards. The failure of academic standards through grade inflation, a policy of social promotion rather than academic promotion, and weak curricula has reduced public confidence in education and encouraged legislative and judicial bodies to become involved in setting educational policy. Legislatures have backed efforts to develop and institute minimal competency testing. The courts have accepted such tests as graduation requirements, but only upon adequate notice. Educators have begun to adopt several measures to reestablish meaningful academic standards, including higher graduation and university admission requirements, competency-based education programs, and renewed emphasis on "basic" subject matter. Minimal competency testing can be a valuable addition to these measures provided it does not become the sole criterion for academic advancement or lead to teaching for the test. Competency tests cannot measure all aspects of education equally effectively, and should be used in combination with other methods. Programs for establishing and administering minimal competency testing should include due process safeguards, valid and reliable tests, and provisions for remediation and for staff development in diagnostic and remedial skills. Ten recommendations affecting use of minimal competency testing conclude the document. (PGD)

ED 265 649 EA 018 145

Gappert, Gary
Theory Z and American Education in an Advanced Industrial Society.
PUB DATE- Oct 82
NOTE- 39p.; Report prepared for the American Institute of Architects.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architectural Character; *Economic Change; *Educational Facilities Design; Educational Needs; Educational Trends; Elementary Secondary Education; *Futures (of Society); Models; *Sociocultural Patterns; Socioeconomic Influences; *Technological Advancement

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Grants; *Information Dissemination; *Information Networks; *Information Services; Information Systems; Linking Agents; Program Administration; *Program Effectiveness; Program Evaluation; Program Implementation; Reference Services; *State Departments of Education; State Programs
IDENTIFIERS- Maine; Maine State Dept of Educ and Cultural Services; National Institute of Education

The goal of Maine's Dissemination Capacity Building Project--the Information Exchange--is to build a comprehensive system for disseminating current information resources to Maine educators at every organizational level. This report begins with an abstract describing three major components of the information exchange: (1) a computerized information service; (2) a two-level system for supporting local school improvement, aimed at meeting the needs of individual educators and local school systems; and (3) developing the Maine Department of Educational and Cultural Services' capacity to provide leadership and support for the two previous components of information dissemination. An outline of specific objectives and activities of the project follows, along with a detailed comparison of resource dissemination before and after the building project. Remaining sections discuss current legislation for full state funding of the information exchange, effects of the program thus far, and equity issues, while the conclusion summarizes the functions of the information exchange. Appended are a variety of sample brochures and public relations materials. (TE)

ED 265 663 EA 018 171

Knight, James A.
Building a Positive School Climate.
PUB DATE- 17 Oct 85
NOTE- 7p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Objectives; *Change Strategies; Classroom

groups: hemoplegic Ss classified on the basis of hemispheric side and age at injury (i.e., prenatal vs. postnatal groups). As controls, 16 normal children were matched for age and IQ to 16 Ss in the prenatal left hemisphere group. Ss completed neurological and neuropsychological evaluations, measures of somatosensory and motor function, and assessment of visuo-perceptual memory skills. Among conclusions were that Ss with left cerebral lesions demonstrated verbal memory deficits compared with controls and Ss with right cerebral injuries; the magnitude of verbal memory deficits was greater in left cerebral lesions acquired after birth and as early as 2 months of age; and that, in general, results did not support the notion of plasticity and language sparing, suggesting that even with very early lesions of the left cerebral hemisphere there are persistent verbal memory and learning deficits. (CL)

ED 265 678 EC 181 367

Rosenkoetter, Sharon E.; Rice, Mabel L.
Microcomputer Analysis of Children's Language Samples.
PUB DATE- 7 Oct 85
NOTE- 39p.; Paper presented at the Council for Exceptional Children/Division for Early Childhood National Early Childhood Conference on Children with Special Needs (Denver, CO, October 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Communication Disorders; *Computer Assisted Testing; *Computer Software; Elementary Secondary Education; Evaluation Methods; Language Skills; *Language Tests

The workshop paper examines the use of microcomputer packages to analyze spontaneous language samples of children with communication disorders. Advantages of computerized analysis are seen to include time saving, more efficient data management, and increased objectivity. To help consumers determine which programs to buy, four aspects are discussed: types of needed information, current information being obtained, type of available computer hardware, and backgrounds and attitudes of personnel involved. Language analysis software is then examined in terms of capabilities, time, user friendliness, cost, and local application. Three software

Kingdom and discusses the role played by the government, the private sector, and the local educational authorities as well as the various educational councils and the institutions in the formal and higher education system where emphasis is placed on technical and vocational education. Part III is devoted to the organization of productive work in technical and vocational education in the United Kingdom in both the formal and nonformal systems. A list of addresses of bodies concerned with technical and vocational education in the United Kingdom and a bibliography follow. Five annexes provide diagrammatic presentations of the educational system and its administrative structure as well as three examples of workshops and laboratories, four examples of practical student work projects, and two examples of curriculum outlines. (YLB)

ED 265 289 CE 043 055

Lynch, Edward; And Others
Making the Transition in Technology, Training, and Education.
PUB DATE- 4 Oct 85
NOTE- 24p.; Paper presented at the Annual Conference of the National Council for Occupational Education (11th, Denver, CO, October 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; College Role; Community Colleges; Dislocated Workers; *Educational Change; Educational Innovation; Educational Planning; *Labor Force Development; *Long Range Planning; Program Design; *Retraining; Skill Obsolescence; *Technological Advancement; *Two Year Colleges; Vocational Education
IDENTIFIERS- *Macomb Community College MI

Macomb Community College (MCC) in Warren, Michigan, has a commitment to support business and industrial development, consequent employee retraining, and program design. In addition to helping workers in their retraining and/or relocation, the college provides systematic support in the development of basic skills. Occupational programs have tended to be vertical in design, i.e., they provided students with as much depth as possible in a limited area. New faculty coming from industry show greater interest and willingness to reevaluate program composition and consider a horizontal approach, i.e., a balanced selection across the

ED 265 302 CE 043 211

Turner, Colin

Motivation Theories and Motivation Systems. The Gulf between Theory and Practice. Coombe Lodge Working Paper. Information Bank Number 1937.

Further Education Staff Coll., Blagdon (England).

PUB DATE- Jan 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Need; Adults; Business Administration; Foreign Countries; Goal Orientation; Incentives; *Motivation; *Motivation Techniques; *Needs; *Personnel Management; *Research Utilization; Self Actualization

Managers have an obvious interest in motivation, yet there are few connections between the needs of the manager and research on motivation theory and system building. Motivation can be defined as the degree to which an individual wants and chooses to engage in certain specified behaviors. This definition assumes that motivation is an individual phenomenon; that it is intentional; that it involves arousal, direction, and persistence; and that it is reflected in behavior. Motivation theories include arousal theories, which mostly revolve around the needs of people, and direction theories, which include goal-setting, expectancy theory, operant conditioning, and equity theory. However, this information is often difficult for managers to put into practice. It is difficult to individualize rewards in large organizations, and it is often difficult to observe people--another motivating factor. Many jobs are interdependent and rewards cannot easily be separated. In terms of management practice, most of the answers are still awaited. There are, however, two basic questions managers should ask themselves--is motivation important for performance? and can performance be defined in behavioral terms? If the answers to these questions are yes, and if other criteria are operant, then the strategies arising from motivation theory can be put into practice. (KC)

ED 265 317 CE 043 254

Taking Telephone Calls. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-09-3

PUB DATE- 84

NOTE- 20p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; *Business Communication; Career Education; *Communication Skills; Competency Based Education; Core Curriculum; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Office Occupations Education; On the Job Training; Postsecondary Education; Records (Forms); *Telephone Usage Instruction; *Work Experience Programs

IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students develop telephone usage skills. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 318 CE 043 255

REPORT NO.- ISBN-0-948361-26-3
PUB DATE- 84
NOTE- 25p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Core Curriculum; *Cost Estimates; *Equipment Utilization; Foreign Countries; *Hand Tools; Job Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); *Skilled Occupations; *Trade and Industrial Education; *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students the uses and costs of the tools used for various jobs. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 333 CE 043 270

Garage Storekeeping. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-24-7
PUB DATE- 84
NOTE- 22p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Cooking Instruction; Core Curriculum; *Food Service; Foreign Countries; Job Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); *Sanitation; *Work Experience Programs
IDENTIFIERS- England; *Food Poisoning

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand and control the causes of contamination and food poisoning. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

ED 265 349 CE 043 286

Use of a Microwave Oven. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-54-9
PUB DATE- 84
NOTE- 19p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; *Cooking Instruction; Cooks; Core Curriculum; Equipment Utilization; *Food Service; Foreign Countries; Job

This manual is designed to give placement and other school personnel detailed suggestions related to the formation and implementation of a school-based job placement service. Chapter 1 serves as an introduction which discusses goals for organizing and implementing job placement services, functions of a job placement service, and essential components of job placement services. Chapter 2 addresses organization of a job placement program, including personnel and their responsibilities and operational planning. Chapters 3 through 6 deal with the four major categories of the duties of a job placement coordinator: preemployment preparation, job development, job placement, and follow-up and follow-through. Each of these chapters describes responsibilities involved in the category considered, major activities within that category, and suggestions for completing the activities. Chapter 7 concentrates on suggestions about how to evaluate a comprehensive job placement service. Each area is explained briefly and is followed by a description of the acceptable evidence or criteria for evaluation for each aspect of the total job placement program. Thirteen appendixes contain samples of resumes and employment applications; examples of business letters for use by employment candidates such as letter of application, letter of acceptance, thank you, etc.; interviewer and interviewee forms; sample job opening forms; employer forms; and various other forms for use by prospective employees, employer placement personnel and by placement coordinators at the job service. (YLB)

ED 265 364 CE 043 324

Cass, Monte, Comp.; Park, Frieda, Comp.
Creative Job Development Strategies.
Statewide Job Placement Service, Sedalia, MO.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
PUB DATE- Oct 85
NOTE- 174p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Employment Potential; Field Trips; Innovation; Internship Programs; *Job Development; *Job Placement; Job Skills; Postsecondary Education; *School Business Relationship; Two Year

ED 265 378 CE 043 357

Zemsky, Robert; Meyerson, Martin

Training's Practices: Education and Training within the American Firm.

Pennsylvania Univ., Philadelphia. Higher Education Finance Research Inst.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 246p.; For related documents, see CE 043 356-358.
CONTRACT- 400-81-0025
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Delivery Systems; Demography; Educational Needs; Educational Policy; *Educational Practices; Educational Trends; *Industrial Training; *Labor Force Development; National Surveys; Needs Assessment; Postsecondary Education; Program Costs; Questionnaires; *School Business Relationship; *Training Methods; Trend Analysis
IDENTIFIERS- *Private Sector

A study examined the training provided to workers by 20 firms across the Nation. In the 12 years between 1969 and 1981, American firms increased their expenditures on employee training from $2.4 to $3.5 million according to an analysis of data gathered by Current Population Surveys. In the same period, members of the American Society for Training and Development nearly tripled from 8,600 to 22,600. Nevertheless, the extent of firm-sponsored training appears to be related to business cycles since a temporary decrease in such training was noted during the 1981-1983 recession. Less than one-fifth of those trainers interviewed as part of this research project had been trainers in 1972. In general, the larger a firm and the more complex its services, the more likely it is to have a management development program with a built-in strategy for developing and teaching the company culture. As corporations have changed their attitudes toward affirmative action, and as the new generation of trainers has needed to establish their profession, present-day trainers interviewed in the study tended to see themselves as part of a larger movement in which the personnel function within their firms provides an integrated approach to human resource development. (An inventory for firms to use in assessing their own training programs is included in this report.) (MN)

Shackleton, Jenny; And Others
Converting Working into Learning. An Appraisal of an LEA Foundation Year Training Scheme.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-04-4
PUB DATE- Nov 85
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Cooperative Planning; Cooperative Programs; Educational Cooperation; *Education Work Relationship; Employment Programs; Foreign Countries; *Job Training; Off the Job Training; Outcomes of Education; *Out of School Youth; Pilot Projects; Postsecondary Education; Program Effectiveness; *School Business Relationship; Student Characteristics; *Work Experience Programs; Youth Programs
IDENTIFIERS- Great Britain; Youth Training Scheme

A pilot project was undertaken in South Bedfordshire, England, to develop a work-based job training program for out-of-school youth. The program was based on a partnership between local educators and employers and featured an integrated curriculum that combined work-based learning with off-the-job training. Besides integrating occupational and basic skills, the program provided for instruction in such areas as communication, numeracy, manipulative, and English-as-a-second-language (ESL) skills. Tutors developed training curricula during the training process rather than before it. The training model called for counselors to play a central role, functioning as (1) liaisons between supervisors, trainers, tutors, and trainees and (2) teachers and providers of guidance and support. Although a few employers regarded the program as an opportunity to obtain cheap labor, the majority of those employers contacted welcomed the idea of youth training and went to considerable lengths to provide work experiences that included variety. At the end of the program's first year, most of the staff agreed that while some differences existed between the approaches of supervisors and tutors, some aims supported by the Youth Training Scheme (YTS) approach were already being practiced by supervisors. (Appendixes to this report include data tabulated for the induction questionnaire, the tutor/counselor questionnaire, the form used to assess progress and attainment, and a sample work-based training unit.) (MN)

ED 265 407 CE 043 442

DeVore, Paul W.
Differentiating between Science and Technology.
PUB DATE- 27 Mar 85
NOTE- 29p.; Paper presented at the Annual Conference of the International Technology Education Association (San Diego, CA, March 25-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; Educational Benefits; *Educational Needs; *Educational Objectives; Educational Policy; *Industrial Arts; Needs Assessment; Program Content; Public Policy; *Sciences; Secondary Education; Technical Education; *Technological Literacy; *Technology; Trade and Industrial Education

The confusion concerning the meaning of the terms science and technology is readily apparent in the literature of various study groups concerned with the issue of technological literacy, including researchers working in the fields of mathematics, engineering, and education. The literature would suggest that rather than one relationship between science and technology, there are many. These fields are mutually exclusive and not mutually dependent, although each has been enhanced by contributions of the other. Generally, if the scope of a problem is clearly defined as solving a human or social problem within a specified environment, then the activity is technological. If, on the other hand, the goal of the problem does not restrict the scope of the results sought or the direction of inquiry, then, in most cases, the activity is scientific. Practitioners designing technological literacy programs would do better to avoid the seemingly unresolvable controversy over the difference between science and technology and concentrate instead on determining what constitutes the science of technology. It is proposed that technology be viewed as a science that deals with the creation, utilization, and behavior of adaptive systems in relation to human beings, society, and the environment. (MN)

ED 265 408 CE 043 443

refinishing equipment, fasteners, circuits and wires, battery service, engine cooling system, and air conditioning system. The guide follows a standard format that includes eight basic components that form a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. Depending on the specific objectives, there may or may not be transparency masters, supplements, assignment sheets, or job sheets included in the unit of instruction. (KC)

ED 265 420 CE 043 486

Pierce, Greg E.
Forging New Challenges in Curriculum.
PUB DATE- Dec 85
NOTE- 14p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Cost Effectiveness; *Curriculum Development; *Curriculum Problems; *Educational Improvement; *Educational Needs; Educational Practices; Educational Trends; Futures (of Society); Instructional Development; *Instructional Materials; Material Development; Media Adaptation; Relevance (Education); Secondary Education; Technological Advancement; *Vocational Education

New curriculum materials are necessary to improve vocational education. Even when new materials are developed, however, they often fail to improve programs, either because teachers are not taught how to manage and use the new instructional materials, or because the environment does not allow change. The role of administrators is to encourage instructors to follow through with the curriculum and to provide instructors with adequate time and resources to implement it. Instructional materials for vocational programs should meet three basic requirements to satisfy user needs: the materials must be flexible, they must be timely, and they must be affordable. Flexibility is needed because of the recent emphasis on individualizing instruction, and because of the rapid advances being made in technology. Curricula with components that can be easily replaced would provide flexibility. Timeliness

Diabetes Opinion Survey

Insulin dependent diabetes is an incurable disease requiring complex management by the patient and/or his family. Previous research has found that there is no specific personality type associated with this or other diseases, nor do chronically ill persons exhibit characteristic behavioral or emotional problems. An attempt to identify the cognitive, affective, and behavioral parts of adjustment to childhood diabetes involved two instruments for measuring diabetes attitudes. The Diabetes Opinion Survey measures the child's attitudes on stigma, rule orientation, divine intervention, family interruption, and sick role. The Parent Diabetes Opinion Survey measures stigma, rule orientation, divine intervention, family interruption, manipulativeness, attitudes toward medical staff, reactions: observations/detection, and consumption of sweets. Compliance was found to be reliably measured using 24-hour recall interviews with mother and child questioning five areas: (1) insulin injection; (2) diet: type; (3) diet: amount; (4) exercise; and (5) eating/testing frequency. The results suggest that measures of chronically ill children's adjustment must be disease specific. (ABL)

ED 265 434 CG 018 757

Tutin, Judith

Clinicians' Use of Explanation and Counterexplanation in a Judgment Task.

PUB DATE- Aug 85

NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attribution Theory; *Clinical Psychology; *Decision Making; Evaluation Methods; Influences; *Prediction; Psychological Evaluation; *Psychologists

IDENTIFIERS- *Explanations

The search for and generation of causal explanations required by the task of explaining an initial impression, appear to be sufficient to raise the subjective likelihood of the event explained and to result in the persistence of the initial impression. Generating supporting and counter arguments with evaluated children's help. Content analysis of interview transcripts was performed. The interview data revealed that parents rarely received help with everyday tasks, but children more often helped during crisis periods. For the most part, parents were satisfied with children's help; a significant number of parents, however, were dissatisfied. Dissatisfaction usually stemmed from concern about burdening children, and sometimes also reflected long-term distance in the relationships. The oldest parents, although receiving similar types of help as the younger parents, were more often concerned about burdening their children. These oldest parents also described their experiences during the Great Depression, which they remembered as lessons in self-reliance. For these parents, the self-reliance acquired during young adulthood may be a self-imposed barrier precluding adaptive interdependence in old age. It can be concluded that optimal developmental functions of elderly parent-adult child relationships are at least partially determined by the historical context of the life cycle. (References and data tables are provided.) (Author/ABB)

ED 265 447 CG 018 771

Thomas, Jeanne L.; Sanders, Linda M.
Married and Single Parents' Views of Grandparents: A Content Analysis.
PUB DATE- Nov 85
NOTE- 24p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family (Sociological Unit); Family Life; *Family Relationship; *Family Role; Family Structure; *Grandchildren; *Grandparents; Older Adults; *Parent Attitudes; Parents
IDENTIFIERS- Adult Children

Demographic trends of marriage and childbearing early in adulthood and longer life spans have meant that many people become grandparents in middle age and are grandparents for 20 or 30 years. The relationship between grandparent and grandchild is mediated through the parent. This study examines the qualities that parents desire in grandparents and the relationship between parents' marital status and grandparent qualities. Study participants (N=79)

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aggression; *Authoritarianism; *Mental Health Clinics; *Nurses; *Patients; Personality Traits; Physician Patient Relationship; *Psychiatrists; Sex Differences; *Violence
IDENTIFIERS- *Assaults

Mental health workers may be assaulted by their violent patients. A study was conducted to examine one predictor variable of aggressive behavior in patients. It was hypothesized that authoritarian traits in the mental health worker could result in more assaults against the mental health worker by patients. Participants (N=32) were mental health workers in a crisis intervention unit of a hospital in Miami, Florida. The workers included 3 psychiatrists, 16 nurses, 3 social workers, and 10 mental health technicians. A questionnaire was administered to determine the number of patient assaults against respondents and to collect demographic information on the respondents. Participants' personality traits were assessed using the F scale measure of authoritarianism (Adorno, 1950). The results indicated that men were attacked more than 16 times as often as women. Sixty-eight percent of the workers reported attacks, and 58 percent of those workers felt that the attacks could have been prevented. The relationship between authoritarianism and attack, though positive, was not significant. Further research about attitudes likely to provoke violence, prevention of patient assaults, and qualifications of workers is recommended. (ABL)

ED 265 461 CG 018 785

Comprehensive Smokeless Tobacco and Health Education Act of 1985. United States Senate, Ninety-Ninth Congress, First Session. Report to Accompany S.1574.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-99-209
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Advertising; *Drug Use; *Federal Legislation; *Health Education; *Public Health Legislation; *Tobacco
IDENTIFIERS- Congress 99th; Proposed Legislation; *Smokeless Tobacco

and distribution of resources, physician utilization, and health insurance data. It is concluded that: (1) children in the United States had lower discharge rates for upper respiratory infections but higher infant mortality; (2) ambulatory care appeared to be used more in the United States than in Canada; and (3) more U.S. children were uninsured than were Canadian children. A 1983 statistical update is included. (ABL)

ED 265 475 CG 018 799

Ventura, Stephanie J.
Trends in Teenage Childbearing, United States, 1970-81. Data from the National Vital Statistics System.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
REPORT NO.- DHHS-PHS-84-1919; ISBN-0-8406-0294-4
PUB DATE- Sep 84
NOTE- 32p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Adolescents; *Birth; *Birth Rate; Birth Weight; *Early Parenthood; Health; Illegitimate Births; Pregnancy; Statistical Data; *Trend Analysis; Unwed Mothers
IDENTIFIERS- Prenatal Care

This report describes trends and differentials in births and birth rates for teenagers since 1970, and examines the demographic characteristics of the mothers and the health of their newborn children. A brief introduction and a review of highlights of the findings from National Vital Statistics System data is followed discussions in several areas: (1) birth rate; (2) numbers and proportions of births; (3) birth rates by marital status; (4) numbers and ratios of births to unmarried mothers; (5) educational attainment of mothers; (6) low birth weight; (7) prenatal care; and (8) Apgar scores (used to evaluate infants' overall physical condition at birth). The data presented here focus primarily on childbearing by teenagers aged 15-19 years. Detailed in this report are some of the circumstances that accompany a birth to a teenager, including higher rates of nonmarital childbearing, lower educational attainment of the mother, higher levels of low birth weight, less prenatal care, and lower Apgar scores. Five text be internalized are presented. The first set concerns the basic rights of the individual in the work situation and 10 work-related rights are listed and explained. Meetings at work are presented as activities which can create stress and conflict, and 12 rights related to meetings are listed. The second set of rights concerns general basic rights of the individual, and 11 such rights are listed and discussed. (NRB)

CS

ED 265 490 CS 007 848

Bayne, Mina
A Study of the Use of the Semantic Webbing Technique to Improve Reading Comprehension of Third and Fourth Graders.
PUB DATE- Oct 84
NOTE- 64p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Laramie, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basal Reading; Comparative Analysis; Elementary Education; Grade 3; Grade 4; Reading Achievement; *Reading Comprehension; Reading Improvement; *Reading Research; Reading Strategies; Study Skills; *Teaching Methods
IDENTIFIERS- *Semantic Webbing

A study investigated the use of the semantic webbing technique to improve reading comprehension. The model of a web consists of the core question, the web strands, the supports of the strand, and the strand ties. Subjects, 25 third graders and 26 fourth graders, were assigned to reading ability groups based on past performance, informal testing and teacher evaluation. The reading groups were then randomly assigned to the experimental or control group. Form A of the Stanford Diagnostic Reading Test was used as a pretest while Form B was used as the posttest. Subjects in the control groups worked on reading comprehension using their basal texts and

Reading All-the-Way across the Curriculum" (William F. Lucas); "Computers and Literacy" (Stephen Marcus); "Is There an Aptitude for Learning about Computers?" (Robert S. Gable, David E. Drew, Mary S. Poplin); "Learning to Read by First Learning to Write" (John Henry Martin); "Initiation into Literacy" (John S. Caputo and Kevin Durkin); "Children's Literature--Yesterday and Today" (Brian Alderson); "Storytelling: A Bridge" (Wanna M. Zinsmaster); "Puppets and Reading" (Courtaney Brooks); "Using the Arts for K-3 Reading" (Colleen Dyrud); "Learners at Risk: Teaching Thinking" (Richard L. Marquard); "Teaching the American Myth" (Michael E. James); "Lord Chesterfield and the Grand Tour" (Thomas Caughron); "Research on Reading" (Harry Singer); "Predictability and Readability" (Stephen B. Kucer); "Reading Research and Content Area Teaching" (Joan F. Curry); "Handedness and Higher Mental Functions" (Steven R. Wagner); and "Recognition of Merit" (Virginia Kalb). The volume concludes with notes on the conference contributors and an order form for back issues of the conference from 1967 to the present. (EL)

ED 265 504 CS 008 272

Hoffman, James V., Ed.
Effective Teaching of Reading: Research and Practice.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-739-x
PUB DATE- 86
NOTE- 315p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 739, $11.00 member, $16.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Models; Program Effectiveness; Reading Improvement; *Reading Instruction; Reading Processes; Reading Programs; *Reading Research; Reading Strategies; Reading Teachers; Remedial Reading; *Teacher Effectiveness; *Teaching Methods; Time Management

Distilling and interpreting past and current research on the effective teaching of reading is the focus of this volume. The titles and authors are as follows: "Research in Effective Teaching: An Overview of Its Development" (William H. Rupley, Beth S. Wise, and John W. Logan); "Process-Product Research on Effective become aware of the oral-facial characteristics of phonemes by calling conscious attention to the motor characteristics of each sound. This aspect of phoneme production is connected to visual and auditory cues to provide heightened sensory awareness of number, order, and identity of sounds in a spoken syllable. A study was conducted to examine if exposure to the ADD program in kindergarten would make a difference in students' first grade entry scores as measured by a standardized reading achievement test. Sixty-two kindergarten children in one school tracked consonant and vowel phonemes in syllables by using labels that identified the presence of each phoneme at a pre-grapheme level. Once children were aware of the sequence of phonemes on an auditory, oral-motor level, graphemes were introduced and the tracking of sounds was extended to spelling and reading. Results indicated that children who received ADD training entered first grade with better reading skills, as measured by the Woodcock Reading Mastery Tests, than did students who did not receive the training. (FL)

ED 265 518 CS 008 295

Friedman, Lawrence B.; Tinzmann, Margaret B.
The Graphic Climate in History Class: The Perceptions of Seventh and Eleventh Graders.
PUB DATE- Dec 85
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Reading; Grade 7; Grade 11; Graphs; Illustrations; Reading Processes; *Reading Research; Secondary Education; *Study Skills; *Test Construction; Test Reliability; Test Validity; *Visual Aids; *Visual Discrimination
IDENTIFIERS- *Graphic Organizers

A study was conducted to develop a questionnaire for gauging student perceptions of the graphic climate (the extent to which students habitually use and construct appropriate graphics during the reading and studying process) in middle and high school history classes. The questionnaire was a 4-point Likert scale consisting of 18 questions, five of which had more than one part, giving a total of 31 items. The questionnaire required students to discriminate among the various kinds of graphics (maps, illustrations, charts that examined the English reading ability of both kindergarten and first grade children in immersion programs and compared the results with those of children in regular English classrooms. The paper concludes that children in both groups were equally knowledgeable at the beginning and end of kindergarten, that both groups gained competence in reading related skills over the year, and that children in the immersion program did not fall behind their peers in regular English classes. Copies of measures used in the study are appended to this paper. The second paper, a response by Mia Beer Toker, raises concerns about (1) the theoretical position and model of reading presented in the study and its environmental validity, (2) the comparability of the teaching approaches evaluated in the study, and (3) the question being addressed in the study--the nature of the skills being transferred from French to English reading. This paper concludes that education in Canada is at a point where it should be concerned with research that views reading as an interactive process, the purpose of which is to transfer meaning, rather than with the ability to manipulate specific, discrete skills. (FL)

ED 265 532 CS 209 261

Steinberg, Erwin R.
Protocols, Retrospective Reports, and the Stream of Consciousness. CDC Technical Report No. 8.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
REPORT NO.- CDC-TR-8
PUB DATE- Mar 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; *Educational Theories; *Protocol Analysis; Research Methodology; Writing Instruction; *Writing Processes; *Writing Research

Noting that recent issues of several scholarly journals have contained criticism of protocol analysis and the use of verbal reports in the analysis of the writing process, this paper examines some of the charges made and then explores the implications of the criticisms. Specific charges addressed in the paper include the following: (1) protocols and the transcripts that represent them seriously falsify what is happening in the mind of the writer consider the numerous nineteenth-century guides to correct usage, which picked up where the schools left off (or which tried to succeed where the schools had failed) in their mission to create a linguistically orthodox, uniform, and sophisticated American public. The final chapters conclude with a brief look at the state of current language reform, which differs very little in form or substance from its precursors. Altogether, the chapters demonstrate that language reform in America, for all its good intentions, has proved an exercise in futility. (HOD)

ED 265 547 CS 209 513

Shugert, Diane P., Ed.
Drama in the Classroom: What Now?
Connecticut Council of Teachers of English.
PUB DATE- 82
NOTE- 91p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 12323, $3.75 member, $4.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Acting; Characterization; *Creative Dramatics; *Drama; Dramatics; Elementary Secondary Education; *English Curriculum; *English Instruction; Literature Appreciation; Oral Interpretation; Playwriting; Skits; Theater Arts; Theaters

Drama in the classroom is the theme of the 14 articles in this issue, which can be used as resource material for teachers concerned with incorporating drama into the English curriculum. Titles and authors are as follows: "All the World is a Stage--Except the American Classroom" (Charles R. Duke); "A Drama Program for All Seasons" (Paul Cervoni and Mary K. Cervoni); "Curriculum Drama: Does It Have a Place in English for the 80's?" (Denny T. Wolfe, Jr.); "Drama Without Fear" (Chris Howard Bailey); "Resource" (Nancy Rabianski); "Drama in the Middle School Classroom" (Margaret Queenan); "Drama in Support of the English Curriculum" (Keith Cunningham); "Using Dramatics with Literature" (Mary Ann Reynolds); "Making Connections: Theater and English" (Helen Sheehy); "Role Playing: Teaching Literature Dramatically" (Norma Walrath); "Why Didn't They Listen" (Margaret Grove Ferry);

inherently conservative in its attempts to make American institutions function properly served as a catalyst for the anarchistic rebellion of the birth control movement. The radical press recognized contraception as antagonistic to progressivism rather than accepting it as a delayed part or result of progressivism. That press perceived progressivism as dealing with only the symptoms, as opposed to the causes, of poverty. However, the radical press did function as both informer and persuader in its coverage of the birth control movement. (DF)

ED 265 560 CS 209 539

Shugert, Diane P., Ed.
Nonfiction.
Connecticut Council of Teachers of English.
PUB DATE- 84
NOTE- 106p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 33509, $4.50 member, $5.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Autobiographies; Biographies; *Content Area Reading; Content Area Writing; Fiction; *Literature Appreciation; *Nonfiction; Reading Materials; Reference Materials; *Teaching Methods; United States History; *Writing Instruction; Writing Research
IDENTIFIERS- Journal Writing

Noting that students read and write nonfiction without noticing how the language of nonfiction shapes the subject they are studying, the articles in this journal demonstrate ways in which teachers can link their concern for language with their students' interest in content subjects. Titles of the 24 essays are as follows: (1) "Spreading the Word about Nonfiction: Notes from a School Librarian"; (2) "Library Resources for Nonfiction"; (3) "Some Readers Prefer Nonfiction"; (4) "A Primary Source Method of Teaching Biography"; (5) "From Biographical Research to Presentation to Writing"; (6) "In Search of Self and Others: Reading and Writing Autobiography"; (7) "Consider Autobiography"; (8) "How They Write: A Study of Writers' Self-Reports"; (9)

ED 265 574 CS 505 076

Smith, David H.; And Others
Teaching Doctor-Patient Interviewing in Physical Diagnosis.
PUB DATE- 11 Apr 85
NOTE- 45p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).
AVAILABLE FROM- Vic Rice, Learning Resources Center, The College of Medicine, MOC Box 27, 12901 North 30th St., University of South Florida, Tampa, FL 33612 (For videotapes used in course: 3/4 inch, $50.00, 1/2 inch, $35.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Course Content; Course Descriptions; Higher Education; *Interpersonal Communication; *Interviews; Medical Education; *Physical Examinations; *Physician Patient Relationship; *Speech Communication; Speech Curriculum

The course content of a laboratory session on patient interviewing taught to medical students taking a course on physical diagnosis is discussed in this paper. The first part of the paper describes the basic course content covered in the lectures: the bio-psycho-social model, the communication process, and the skills necessary for effective doctor-patient communication. The second part of the paper deals with the interview as a task-oriented process and provides an outline of communication activities for the patient interview. The remaining part of the paper offers an instructor's outline, student informational protocols, and patient programs (patients' medial problems, personal lives, social histories, and so forth) for a laboratory session designed to help physicians influence the behavior of patients after they leave the office. (HOD)

ED 265 575 CS 505 082

Kim, Hak Soo
South Korea's Communications Research: State-of-the-Art Paradigms.
PUB DATE- May 85
NOTE- 26p.; Paper presented at the Annual Meeting of the

ED 265 590 CS 505 174

McGee, Shawn L.
Communication Skills in Business and Industry.
PUB DATE- 11 Oct 85
NOTE- 6p.; Paper presented at the Michigan Association of Speech Communication Convention (Battle Creek, MI, October 11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; *Communication Skills; *Education Work Relationship; Higher Education; Industry; Internship Programs; *Job Skills; Job Training; *School Business Relationship; *Skill Development; *Speech Communication; Teacher Role

Among the communication skills needed for business and industry are the ability to (1) express logical ideas in an organized fashion in public address, small group, and interpersonal contexts; (2) analyze receiver needs and adapt to those needs; (3) write thoughts in a correct and concise manner; (4) listen actively; (5) conduct thorough research; (6) think in a reflective, problem-solving manner; (7) interact in a flexible manner; (8) discover new ways of looking at an issue; (9) find the right medium or media for relating an idea; and (10) understand the nonverbal and verbal behavior of others. The best way to develop these communication skills is through realistic practice and application of theory gained in the classroom. Instructors should make sure their students are getting the most out of internship opportunities and provide time for students to evaluate and assess their internship experiences. Another way of further developing communication skills in students is by controlling more specifically major/minor selections and combinations. Finally, at every available opportunity, the private and public sector should seek out channels to develop partnership arrangements with higher education. (HOD)

ED 265 591 CS 505 175

DESCRIPTORS- Acting; *Evaluation Criteria; *Evaluation Methods; *Grading; Higher Education; *Practicums; Speech Communication; *Theater Arts

The grading system for technical practicums in theatre at California State University, San Bernandino uses an evaluation form completed by each student's practicum supervisor. The evaluation form gives concrete evidence that there are viable criteria for grading practicums, and also helps if a student wishes to challenge his or her grade. Usually upon seeing the completed form and receiving verbal explanation of it, the student realizes that care was taken in determining the grade. The evaluation form has ten-point scales in the areas of (1) initiative, (2) attitude toward work and willingness to learn, (3) attitude toward co-workers and supervisor, (4) growth based on ability and potential, (5) responsibility for completing the work assigned, (6) dependability, and (7) overall. Number of hours completed and whether the student attended striking of a stage set are also considered. The 10-point scale translates to a letter-grade scale, ranging from A through D with pluses and minuses. Making this grading policy effective requires consistency. Students may also fill out the evaluation form themselves. This form can be modified for grading Acting Practicums, if they are optional or required only for majors. (A copy of the evaluation form is included.) (HTH)

ED 265 606 CS 505 194

Hanson, C. T.
Competing in Host School Tournaments.
PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Competition; *Debate; Higher Education; Persuasive Discourse; Speech Communication; Teacher Attitudes
IDENTIFIERS- *Debate Coaches; *Debate Tournaments; Tournament Hosts

Forensic directors (n=102) affiliated with Phi Delta Kappa responded to a survey to determine perceptions regarding participation of host school students in their respective forensics tournaments. When asked whether they permitted host school students

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Basic Skills; Comparative Analysis; Competency Based Education; Grade 8; Grade 9; High Schools; Language Arts; Mathematics Achievement; Middle Schools; *Minimum Competency Testing; Poverty Areas; School Demography; *School Effectiveness; Secondary Education; *Student Improvement; Tables (Data)
IDENTIFIERS- *Knoxville City Schools TN

Some ninth-grade students from three Knoxville City high schools have continuously performed substantially less well than those from other city schools in the Tennessee State proficiency tests. A task force developed a plan to work with grade 8 in the middle schools and grade 9 in the high schools to prepare students to perform better on state proficiency and citywide basic skills tests. Pretest/posttest data from experimental (N=170) and control groups (N=175) were analyzed in an attempt to determine the impact of the project on pupil performance. Three groups (teachers, pupils, and parents) were to receive various "treatments" that included many elements of the effective schools efforts. Gross measures such as total percentage passing the language arts and mathematics proficiency tests in various high schools--and comparisons of these scores over time--were used as preliminary indicators of project progress. Additional data included anecdotal reports from teachers, logs and timelines of activities, comments of project researchers, and teacher questionnaire data. Major gains on the percentage of pupils passing the proficiency test were observed in 1985. An analysis of covariance supported the assertion that the sample of project students significantly outperformed a similar sample of control students. Tables and graphs illustrate the data. Appended are 12 references. (MLF)

ED 265 621 EA 018 104

McKenzie, Floretta Dukes
Leadership: The Critical Variable.
PUB DATE- 16 Jun 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Florida Association of School Administrators (Orlando, FL, June 16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

transition to a different organization of classes in a district. (MLF)

ED 265 635 EA 018 123

Ballinger, Charles

Year-Round Education: An Overview, 1985.

PUB DATE- Jan 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council on Year-Round Education (16th, Los Angeles, CA, January 23-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Extended School Year; Nontraditional Education; *School Schedules; Teacher Employment; Work Environment; *Year Round Schools

Year-round schools offer a wide enough variety of scheduling options and educational benefits that all districts should consider adopting a locally appropriate year-round format. The traditional 9-month school year is based not on educational considerations but on the economic conditions that prevailed in preindustrial society--conditions that no longer affect most schools. Three basic types of year-round schools can be distinguished: multitrack schools that accommodate larger numbers of students than traditional programs, schools using single-track programs, and schools that have adopted extended school years by increasing the number of days students attend. In addition to permitting greater flexibility in handling enrollment cycles, year-round scheduling permits more effective use of teaching staffs. Increases in teachers' work years can justify salary increases, but it is not necessary for the additional time to go solely into instruction. Professional development and administrative duties can also be accommodated, providing refreshing variety in the teacher's work. Year-round scheduling has been found particularly beneficial for students ranking in the lower 50 percentiles academically as well, particularly since time away from formal instruction is reduced, yet the studies do not show that other students are hurt. (PGD)

IDENTIFIERS- *Theory Z

Suggesting that a major socioeconomic transformation is underway in American society, this paper discusses seven elements of an emergent post-affluent society: (1) the demographic effects of the "baby boom" generation; (2) the emergence and recognition of a post-affluent consciousness; (3) the recognition of the transcendental nature of many wants and needs; (4) the related reforms in households and workplaces; (5) transformation in sex roles toward an androgynous culture; (6) continuing discontent with unequal distribution of income; and (7) patterns of uncertainty and indecision among large-scale organizations including the federal government and Fortune 500 corporations. The results of this transformation may depend on the success of Theory Z and the achievement of a new "System Z," which will be dependent upon, and dominated by, information-intensive technologies. Effective education and training will be essential to the achievement of greater productivity and a new prosperity. It is also suggested that the emergence of a new "high tech" society is partially responsible for the post-modernist movement in architecture and the arts and may influence the design and content of educational facilities as well. (TE)

ED 265 650 EA 018 146

Shaker, Paul

Applying the Sociobiological Synthesis to Education.

PUB DATE- 82

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Behavior Patterns; Biological Influences; Cultural Influences; Developmental Psychology; *Educational Philosophy; Elementary Secondary Education; *Ethology; *Evolution; Genetics; Individual Development; Nature Nurture Controversy; Social Behavior; Social Theories; *Sociobiology

IDENTIFIERS- Jung (Carl G); Memes

This paper argues that the emerging discipline of sociobiology has the potential of doing what epistemologists, developmental psychologists, psychoanalysts, and ethologists have been unable to do: to provide a theory documenting our inherited dispositions as reflected in cultural evolution and personal development. Accordingly, the paper begins with a summary of the basic concepts

Environment; *Educational Environment; *Educational Improvement; Elementary Secondary Education; *Research Utilization; Self Concept; Student Centered Curriculum; Student Needs; *Student School Relationship; *Teacher Student Relationship; Workshops
IDENTIFIERS- *Excellence in Education

In the attempt to improve achievement test scores, schools may overlook affective activities and events as well as processes and procedures that influence students in positive ways. The self-fulfilling prophecies held by teachers, administrators, and others for their students and the self-concepts the students hold for themselves are two major psychological notions that serve as a base for educational concerns. Using the mass of recent national reports on school improvement as its point of reference, this paper offers the following 10 strategies for improving the school climate: (1) make students feel important, (2) make students feel invited, (3) deal with needed changes in others from a positive point of view, (4) learn to make appropriate nonverbal cues, (5) get to know each student personally, (6) learn to empathize, (7) establish parameters, (8) use student-centered instruction, (9) learn to know and understand the difference between discipline and punishment, and (10) be enthusiastic about teaching. The references list eight citations. (MLF)

ED 265 664 EA 018 172

Knight, James A.
Developing Public Confidence in Schools.
PUB DATE- 17 Oct 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; *Public Support; Questionnaires; *School Community Relationship; School Effectiveness; Surveys; *Teacher Attitudes

The characteristics and activities of schools with positive public images were identified in order to guide other schools in their efforts to reestablish effective relations with their communities. Recent polls reflect a serious decline in the public view of education, and the resulting confidence gap has created much packages for language analysis are examined: Lingquest 1, PANEL, and SALT. Advantages, limitations, and possible applications of each program are explored. (CL)

ED 265 679 EC 181 368

Hoge, Robert D.; Cudmore, Laurinda

The Use of Teacher-Judgment Measures in the Identification of Gifted Pupils.

PUB DATE- 85

NOTE- 49p.; Support for this project provided by the Pickering Fund.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Definitions; Elementary Secondary Education; *Gifted; Research Methodology; Research Needs; *Talent Identification; *Teacher Role

The paper intends to assess the psychometric properties of teacher-judgment measures for identifying gifted students in terms of the available empirical data. Problems of definition are cited, and the neglect and disparagement of teacher judgments as an alternative identification strategy are noted. The major conclusion from the review is that there is little basis for the negative assessments so often associated with these measures. Methodological flaws and weaknesses are cited. The paper includes a set of recommendations regarding the use of measures in the identification of gifted pupils (including expansion of the use of teacher judgments) and a set of recommendations regarding future research on the measures (including the need for more adequate definitions of the gifted construct). A nine-page bibliography concludes the paper. (CL)

ED 265 680 EC 181 369

Weistuch, Lucille; Lewis, Michael

The Modifiability of Maternal Language Use and Its Effect on Delayed technology area. Other factors bringing a shift in thinking about horizontal programming are changes in approaches to labor relations and work design in local industry. A formal long-range plan for the Technical Division at MCC is being developed which will establish several key and strategic concepts and considerations. This planning approach should help the college deal with change. To help the college adapt to external forces driving the changes, Macomb is formalizing a participative and formal process that openly deals with issues and seeks commitment from faculty and administration alike. Macomb's effort has included development of an advisory committee, identification of concerns with which the Technical Division must deal in setting a course of action for the future, involvement of faculty as leaders in the leadership process, and encouragement of faculty participation in the change process. (YLB)

ED 265 290 CE 043 073

Schallenkamp, Kay; Miller, Timothy E.
The Priority of Continuing Education Courses: Rigor or Marketing.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Administrator Role; Adult Education; College Credits; College Programs; *Continuing Education; *Educational Objectives; Educational Policy; Educational Quality; Enrollment Influences; *Extension Education; Financial Support; Graduate Study; Marketing; Noncredit Courses; Policy Formation; Postsecondary Education; *Program Administration

The advantages of off-campus extension education courses in rural settings are numerous, and extension courses offered on a noncredit basis present minimal problems for the individuals responsible for administering them. When such courses are offered for credit, however, the problems associated with administering them increase dramatically. Because most extension programs must be self-supporting, the ability to market the product is almost as important as the product itself. Institutions must meet the needs of their constituencies and balance the extension program's budget while simultaneously addressing the need to maintain academic standards appropriate for graduate credit. Too often, extension directors have taken the path of marketing at the expense of rigor. For this reason, administrators or graduate deans and continuing

ED 265 303 CE 043 212

Brace, Diane
Negotiating the Curriculum. Tutors and Students. Coombe Lodge Working Paper. Information Bank Number 1968.
Further Education Staff Coll., Blagdon (England).
SPONS. AGENCY- Further Education Unit, London (England).
PUB DATE- Mar 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Adult Students; *Curriculum Design; Foreign Countries; *Individualized Instruction; Participative Decision Making; *Performance Contracts; Postsecondary Education; Records (Forms); Student Participation; *Teacher Student Relationship; Tutors; Vocational Education

This working paper presents guidelines for negotiating learning contracts between tutors and postsecondary students enrolled in a vocational program. The first two sections discuss the general rationale for negotiating curricula and the specific benefits of conducting such negotiations with students over the age of 16. Addressed next is the importance of allowing students a choice in their course of study, making students aware of their instructional alternatives, maintaining open relationships with students, and developing shared goals and understanding among tutors and students. Negotiation problems and strategies and information tutors need before entering into negotiations with students are outlined. Covered next is the importance of flexibility in managing available instructional resources. The final section examines the content of student-tutor contracts and includes sample student-college agreements and contracts. (MN)

ED 265 304 CE 043 227

Marsh, D. T.
Vocational Training and Education in Alberta. Coombe Lodge Case Study. Information Bank Number 2003.
Further Education Staff Coll., Blagdon (England).

Updating and Printing a Mailing List Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-10-7

PUB DATE- 84

NOTE- 19p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; Business Communication; *Clerical Occupations; Competency Based Education; Core Curriculum; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Microcomputers; *Office Occupations Education; On the Job Training; Postsecondary Education; Records (Forms); *Word Processing; *Work Experience Programs

IDENTIFIERS- England; *Mailing Lists

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students learn to update and print mailing lists using a microcomputer system. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 319 CE 043 256

Visitors Book. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-918361-11-5

PUB DATE- 84

NOTE- 21p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.

LANGUAGE- English

Learners) (051)
DESCRIPTORS- *Auto Parts Clerks; Behavioral Objectives; *Business Education; Clerical Occupations; Competency Based Education; Core Curriculum; *Distributive Education; *Facility Inventory; Foreign Countries; Job Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England; *Stock Clerks; *Store Workers

This trainer's guide [illegible] intended to assist supervisors of work-based career training projects in teaching students such aspects of storeroom layout and procedures as identifying, locating, and reordering stock. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 334 CE 043 271

MOT Test Procedures. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-25-5
PUB DATE- 84
NOTE- 24p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Competency Based Education; Core Curriculum; Equipment Evaluation; Foreign Countries; Inspection; Job Skills; Learning Activities; Learning Modules; *Motor Vehicles; On the Job Training; Postsecondary Education; Public Relations; Quality Control; Records (Forms); *Trade and Industrial Education; *Work Experience Programs
IDENTIFIERS- England; *Motor Vehicle Inspections

Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England; *Microwave Ovens

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand the benefits, advantages, and disadvantages of a microwave oven and its use. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

ED 265 350 CE 043 287

What a Joint. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-55-7
PUB DATE- 84
NOTE- 20p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Cooking Instruction; *Cooks; Core Curriculum; Food Service; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Meat; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England; Meat Cutters

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students become familiar with meat processing--livestock at the stockyards, meat packers (wholesalers), and butcher shops--to the cooked state and to become familiar with the different joints (cuts or parts) of beef, lamb, and pork. The guide is one of a series of core

Colleges; Vocational Education; *Vocational Schools
IDENTIFIERS- *Missouri

This compilation presents descriptions of 146 unusual and innovative job development activities that have been used successfully by deans, directors, and placement coordinators of Missouri area vocational-technical schools and community colleges. The strategies are divided into nine categories: Innovative Ideas, Educators Go to Employers, Employers Come to School, Use of the Mail, Educators/Students Speak to Employers, Placement Days/Seminars, Internships, Field Trips, and Preemployment Preparation. Each description provides this information: school name, address, and telephone number; director; placement coordinator; community population; name of activity; objective; description; outcomes; time schedule; and approximate cost. A table of contents lists school names and cites page numbers of their activities. (YLB)

ED 265 365 CE 043 326

Collins, Paul D.
Human Capital Formation in the Post Industrial Society.
PUB DATE- 7 Dec 85
NOTE- 8p.; Paper presented at the Annual Convention of the American Vocational Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Improvement; Educational Needs; *Educational Philosophy; *Educational Responsibility; Educational Trends; Education Work Relationship; *Futures (of Society); Postsecondary Education; Problem Solving; *Relevance (Education); *Role of Education; School Role; Secondary Education; Skill Development; Social Responsibility; *Vocational Education
IDENTIFIERS- *Entropy

Entropy is defined as that condition in which the lack of order, information, and energy prevent useful work. What does vocational education contribute to the order, information flow, and useful work in industry and society? Is vocational education the appropriate method for extracting meaning, providing new information, new order, and new life in a society that may be sliding into catastrophic, irreversible entropy? Often, vocational education offers not a general preparation for life but narrow

ED 265 379 CE 043 358

Zemsky, Robert; And Others
Training's Benchmarks. A Statistical Sketch of Employer-Provided Training and Education: 1969-1981. Task I Report: The Impact of Public Policy on Education and Training in the Private Sector.
Pennsylvania Univ., Philadelphia. Higher Education Finance Research Inst.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 140p.; For related documents, see CE 043 356-357.
CONTRACT- 400-81-0025
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Inplant Programs; National Surveys; Occupational Mobility; Off the Job Training; *On the Job Training; *Persistence; *Salaries; Staff Development; Statistical Analysis; Surveys; *Unemployment; Wages
IDENTIFIERS- Private Sector

This report, comprised of five separate reports, presents a set of statistical benchmarks for gauging the growth and development of corporate training and education over the last decade. "Summary Findings" (Robert Zemsky) presents in capsule form the technical analyses of the findings of the other four reports. It considers these questions: how much has corporate training and education increased? who gets trained and why? what is the link between training and compensation? and does training promote employment stability? Part Two, "Trends in Employer-Sponsored Education and Training: 1969-1978" (Michael L. Tierney), presents the technical analyses of the four questions, in the form of an analysis of the survey of adult education, 1969 through 1978. It discusses the total volume of employer-sponsored education and training, attributes of employer-sponsored courses, demographic attributes of participants, and the labor force attributes of participants. "Employer-Provided Education and Training in 1981" (Michael L. Tierney) is an analysis of the 1981 survey of adult education. "The Impact of Corporate Education and Training on Earnings and Employment" (Michael L. Tierney) is a modeling of the relationship between wages and training and between employment stability and training. "Company Training, Employment Stability, and Employers' Needs and Practices" (Ivar Berg and Janice Shack-Marquez) is an analysis of three additional national surveys of work and training experiences--the Panel Study of Income Dynamics, the new National Longitudinal Survey of Youths, and the National Longitudinal Study

ED 265 393 CE 043 407

Duenk, Lester G.
Are We Really Teaching Occupational Analysis?
PUB DATE- Dec 85
NOTE- 28p.; Paper presented at the Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competency Based Education; *Curriculum Development; Educational History; Educational Needs; Educational Philosophy; *Educational Practices; Higher Education; *Job Analysis; *Preservice Teacher Education; Program Improvement; Teacher Education; Technical Education; Trade and Industrial Education; *Trade and Industrial Teachers; Vocational Education
IDENTIFIERS- Fryklund (Verne C)

Traditionally, trade and industrial education teachers performed their own job analyses in order to develop a curriculum and teach their classes. Eventually, processes were created for such analyses. One that had a great influence in educational circles was the job analysis system of Fryklund. However, since Fryklund's time, occupational analysis systems have become increasingly complex; today, many teachers rely exclusively on prepackaged materials for occupational analysis and curriculum development. However, it should be remembered that occupational analysis does more than aid in developing the curriculum; it also aids teachers in "thinking analysis" as a teaching and management methodology. This second goal should be an extremely important aspect of any trade and technical teacher preparatory program. Since prepared curricula are available, teachers no longer have a need to analyze an entire program for curriculum development. However, they should be provided the practice in performing an analysis so that they fully understand the concepts involved. In addition, packaged occupational analysis systems and curriculum guides have become increasingly complicated and will eventually become less useful. Teachers become "turned off" when a system becomes so time consuming that it gets in the way of providing good instruction. The development of occupational analysis and the use of prepackaged curricula may have reached the point of diminishing returns. It should not be forgotten that trade and industrial teachers and technical teachers have had a superior analysis system for over 40 years. They should continue processes that are of most benefit to themselves and their students. (KC)

DeVore, Paul W.
Preparing the Technology Education Profession for the Future.
PUB DATE- Nov 84
NOTE- 37p.; Technical Foundation of America Distinguished Lecture delivered at the Annual Conference of the Kentucky Industrial Education Association (Louisville, KY, November 2-3, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Needs; *Educational Objectives; *Futures (of Society); Higher Education; *Industrial Arts; Needs Assessment; Program Content; Program Improvement; Secondary Education; *Teacher Education; Teacher Improvement; Technical Education; Technological Advancement; *Technological Literacy; Trade and Industrial Education

The first step in determining how to prepare the future teachers who will teach in the field of technology education in the 21st century is to determine what technology education itself will be like. If one purpose of technology education is to prepare people to adapt to new situations and control their own destinies, then the role of educators in the technologies should be to determine what learning is of most worth in the ever-changing, dynamic, worldwide technological society. Traditionally, educators have separated liberal education from technological education. This can no longer be the case. Teacher education programs must be revamped radically and must receive adequate staffing and funding to prepare future teachers who will be able to provide technology education that is both job specific and broad enough to focus on the role of the individual in a free society. Research is necessary to develop pedagogical methods adequate to prepare teachers who can fuse the knowledge about the concepts, relationships, and consequences of technical means with the knowledge and know-how for using and designing appropriate technical means. (MN)

ED 265 409 CE 043 448

Ford, Geraldine A.; Ford, Jerry D.
A Study to Determine the Perception of Business Persons on Changing from a Traditional Office to the Electronic Office.
PUB DATE- 85
NOTE- 41p.
LANGUAGE- English

means that curriculum materials must reflect the latest technologies, they must not spend so much time in development that they are already obsolete when they are implemented, and they must reflect the latest in educational advancement. Finally, materials must be made affordable in such ways as mass production and elimination of duplication and designed so that customers have to buy only the parts they need, and elimination of duplication. More important than ever is the need for the various agencies involved in curriculum materials development to join forces to make the most economical and effective use of resources. These methods will help to stretch the curriculum dollar. (KC)

CG

ED 265 421 CG 018 743

Brown, Duane

Theories of Career Development and the Practice Career Counseling: Will They Ever Get Together?

PUB DATE- 3 Apr 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Counseling; *Career Development; *Career Guidance; College Students; *Counseling Theories; *Counselor Training; Higher Education

Career development and vocational choice theories have been criticized as inaccurate and not useful as models for the practice of career counseling. It may be that theorists have not extended their theories into practice concepts, since current literature is lacking in attempts to relate theory to practice. Because of this void in theory-practice information, practitioners have relied on personal-intuitive and traditional trait-and-factor approaches. Career development and vocational choice theory and its applications should be taught to students of career counseling.

respect to the event does not result in an increase in the event's subjective likelihood. To study the performance differences between experts and novices for these hypotheses, a study was conducted which replicated Tutin's experiment (1985) with undergraduate students, using 86 clinical psychologists as subjects. In the first condition, clinicians were required to explain the reasons for the hypothetical occurrence of an event in the later life of a person, after reading biographical material. In a second condition, subjects were required to explain both the occurrence and the nonoccurrence of an event. Control subjects explained an unspecified event. All subjects rated the likelihood of the occurrence of a series of events, including the events explained by some subjects. Findings indicated that, similar to the performance of undergraduate student subjects on an identical task, clinicians generating only supporting arguments exhibited a biased perception of the likelihood of the event, while clinicians providing dual explanations did not show such a bias. Clinicians, however, showed some resilience to this bias depending on the event explained. (ABB)

ED 265 435 CG 018 758

Richards, Nancy; Smith, Manuel J.
The Long Term Effects of Social Skills Training in Elevating Overall Academic Grade Point Average, School Attendance, Health Level, and Resistance to Drug Use and Peer Pressure.
Irvine Unified School District, Calif.
PUB DATE- Aug 85
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). This research was supported by a grant from the Children's Assistance Trust Foundation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attendance; Behavior Patterns; *Drug Use; Elementary School Students; Health; Intermediate Grades; *Interpersonal Competence; *Peer Influence; *Program Evaluation; Self Concept; Self Evaluation (Individuals); Social Development
IDENTIFIERS- *Project STAR

Project STAR (Social Thinking and Reasoning Program) is a classroom-based social skills program for students in grades 5-8. To assess the long-term effectiveness of this program, students were parents who were university undergraduates or patrons of day care centers, 57 of whom were married and 22 of whom were single. Participants answered questions on family background and open-ended questions on the best and worst things about grandparents and on qualities of the ideal grandparents. Responses to the open-ended questions were categorized. Parents cited grandparents' help and support as desirable and advising about or interfering in grandchildren's upbringing as undesirable. Single parents more often cited grandparents' support as desireable than did married parents which may indicate an evolving role for grandparents. Ideal grandparents were thought to have a warm relationship with grandchildren. Few responses referred to grandparents' involvement in discipline; parents only criticized grandparents' unwarranted discipline. Gender differences were found in specific grandparent activities but not in grandparent qualities. Married parents most often endorsed family solidarity. (ABL)

ED 265 448 CG 018 772

Allan, John; Anderson, Eileen
Children and Crises: A Developmental Guidance Approach.
PUB DATE- 21 Nov 85
NOTE- 25p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Coping; *Crisis Intervention; Elementary Education; *Elementary School Students; Foreign Countries; *Guidance Programs; *School Counseling; Teacher Education; Teachers
IDENTIFIERS- Canada

This paper describes a developmental guidance program on the topic of children and crises from kindergarten through grade eight. Many crises that children may deal with are discussed, including accidents, illness, death of a loved one, family problems, and moving. A crisis education response program developed and initiated to facilitate an adaptive response is presented. The five parts of the program are listed: (1) sharing and exploring ideas and experiences of crises; (2) drawing a picture or writing a story of crisis situations; (3) understanding the types of feelings and thoughts that children have during and after a crisis; (4)

This document summarizes the Comprehensive Smokeless Tobacco and Health Education Act of 1985 bill. A summary of the impact of the bill is included which notes the following: (1) programs to inform the public of the dangers of smokeless tobacco are to be established; (2) smokeless tobacco products will carry one of three warning statements; and (3) the Federal Trade Commission must establish advertisement guidelines for smokeless tobacco. The background of the legislation is summarized detailing the recognition of smokeless tobacco as a health risk. The previous hearings are noted. The text of the current bill, committee voting, cost estimate, and section-by-section analysis are included. (ABL)

ED 265 462 CG 018 786

Dilling, H. J.
An Evaluation of Guidance Services in Scarborough Schools. Internal Evaluation Report No. 6.
Scarborough Board of Education (Ontario).
PUB DATE- Jun 82
NOTE- 310p.; Scarborough's Co-operative Evaluation and Development of School Systems (CEDSS) Project.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Students; *Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Guidance Objectives; *Guidance Programs; *Program Evaluation; School Counseling; School Counselors; *School Guidance; Secondary School Students
IDENTIFIERS- *Ontario (Scarborough)

This document contains an internal evaluation of guidance services in Scarborough, Ontario schools undertaken to achieve the following: (1) to investigate what guidance services should be provided to Scarborough students (by reviewing curriculum documents, surveying involved persons, and reviewing the success of the service); and (2) to assess how well guidance services are being provided (by relating services to objectives, examining usage of services, and surveying parent and teacher attitudes). A chapter on the research plan presents the purposes of the study, a definition of the survey population, an explanation of the questionnaire development, plans for data collection and analysis, and a description of data reporting. The three chapters of evaluation results focus on return rate of questionnaires, figures on birth rate statistics are provided and 11 detailed data tables are included. The appendix contains technical notes on sources of data, population denominators, births by marital status of mother, and computation of percent distributions. (NRB)

ED 265 476 CG 018 800

Speth, Carol A.; Plake, Barbara S.
Assessment of Positive Sex-Role Characteristics.
PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; College Students; *Employment Potential; Higher Education; *Sex Bias; *Sex Role; *Test Construction; *Test Reliability

While earlier, more blatant forms of sex discrimination may have declined, some researchers have suggested the existence of more subtle forms of bias, based less on gender than on gender-related attributes. The investigation of bias related to either gender or gender-related attributes requires a scale to address both the gender-relatedness of characteristics and how positively or negatively the stereotypical characteristics are viewed. Twenty masculine, 20 feminine, and 20 neutral gender-related characteristics with positive connotations related to employability were selected for the development of the Positive Sex Role Inventory (PSRI). The 60 attributes were placed in an instrument and presented to 284 undergraduates who rated the attributes for their desirablity for a counseling psychologist. Analysis of this instrument showed that the scale had a three-factor structure and satisfactory subscale internal consistency reliability. Five masculine and feminine item pairs were then identified from the subscales so that the mean difference between the rating of the two items was not statistically significant. This study yielded two experimentally useful products: the PSRI can be used in experimental research involving positive sex-role attributes and the set of five item pairs developed to be of equal market value provides a potentially useful methodology for sex bias research. (NRB)

workbooks, while the experimental group worked with comprehension through semantic webbing activities. The results indicated that basal reading series are an effective way of teaching reading, and that semantic webbing is an alternative additional technique. No significant differences were found except in the area of literal comprehension when the students were grouped by achievement levels. The fact that the experimental group did as well as, or even a little better on the adjusted means, than the control group might indicate that semantic webbing is as good as other techniques. Students responded favorably to the technique even though they tired of it when it was presented in a very concentrated format during the study. The students' preference for short answer detail items to the more difficult, thought provoking questions is not unique to semantic webbing, but one characteristic of all reading and writing tasks. (Extensive tables of data are included in the text, and appendixes contain examples of semantic webbing, an outline of the inservice teacher training in use of the technique, and teacher evaluations of the technique.) (HTH)

ED 265 491 CS 008 232

Little, Deborah
Adventure Games in the Reading Curriculum: Problems and Potential.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Oriented Programs; *Courseware; Elementary Education; Microcomputers; *Reading Comprehension; *Reading Games; *Reading Instruction; Reading Processes; Reading Skills
IDENTIFIERS- *Adventure Games

Intended for teachers interested in integrating computers into a reading curriculum, this paper analyzes three computer adventure games and suggests applications of each game within the reading class. Beginning with definitions of the concepts of reading, comprehension, and adventure game, the paper then describes the three games: "Seastalker," "Mystery House," and "Jury Trial." The paper then discusses motivation, control, interaction, application, the text, and the graphics of the game, as well as further uses for the games. The paper concludes that adding carefully selected

Teaching: A Primer for a Paradigm" (James V. Hoffman); "Principles for Conducting First Grade Reading Group Instruction" (Jere Brophy); "Effective Use of Time in Secondary Reading Programs" (Jane A. Stallings); "Case Study of a Changing Reading Program and the Role of Teacher Effectiveness Research" (Mark W. F. Condon and Marilyn B. Kapel); "Effective Use of Instructional Time: The Cupertino Project" (Martha Rapp Haggard and Jennifer Reese Better); "Changing Teacher Practice: A Research Based School Improvement Study (Gary A. Griffin and Susan Barnes); "Instructional Decision Making and Reading Teacher Effectiveness" (Gerald G. Duffy and Deborah L. Ball); "Studying Qualitative Dimensions of Instructional Effectiveness" (Laura R. Roehler and Gerald G. Duffy); "Project READ: An Inservice Model for Training Classroom Teachers in Effective Reading Instruction" (Robert Calfee and Marcia K. Henry); "The Madeline Hunter Model of Teacher Effectiveness" (Renee Weisberg); "Policy Constraints and Effective Compensatory Reading Instruction: A Review" (Richard L. Allington); and "What We Know and What We Need to Learn About Reading Instruction" (Rebecca Barr). (EL)

ED 265 505 CS 008 276

Besner, D., Ed.; And Others
Reading Research: Advances in Theory and Practice. Volume 5.
REPORT NO.- ISBN-0-12-572305-9
PUB DATE- 85
NOTE- 356p.; For volumes 1 through 4, see ED 261 354-357.
AVAILABLE FROM- Academic Press, Inc., 111 Fifth Ave., New York, NY 10003 ($55.00 hardcover--ISBN-0-12-572305-9; $24.95 paperback--ISBN-0-12-570501-8).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Decoding (Reading); Lexicology; Measurement Techniques; Models; Phonemes; *Reading Comprehension; Reading Processes; *Reading Research; Semantics; *Visual Perception; *Word Recognition; *Word Study Skills

Intended to (1) provide new data and reconceptualizations relevant to evolving debates, (2) present summaries of current theoretical positions, and (3) in some cases, to juxtapose radically different opinions in a rapidly growing field, this volume offers a number of views on topics concerning visual word recognition. In chapter 1, Thomas H. Carr and Alexander Pollatsek give a broad yet detailed and flow charts, graphs, and cartoons) and to know that the word "graphics" referred to all of these. The questionnaire was administered to 176 seventh graders and 205 eleventh graders. The questionnaire proved to be reliable and easily administered and analyzed. However, it lacked content validity. In other words the students did not perceive the content of the questionnaire as a whole. Nevertheless, the data did suggest that the categories of questions were content valid. They included (1) the use and construction of graphics, (2) the comprehension of graphics, (3) the value of using and constructing graphics, (4) the value of textbook graphics, and (5) the value of learning more about graphics. Two tables and five figures are appended.

ED 265 519 CS 008 296

Kinney, Martha A.
The Strategic Abilities of Above Average and Average High School Students: A Function of Text Conditions.
PUB DATE- 4 Dec 85
NOTE- 28p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Grade 10; High Schools; *Metacognition; *Reading Comprehension; Reading Processes; *Reading Research; *Reading Strategies; *Schemata (Cognition)
IDENTIFIERS- *Text Structure

A study investigated the ability of above average and average high school students to use text structure to identify main ideas and write a summary. Schema possession of 388 sophomores was assessed by measuring their ability to organize the components of a scrambled passage. Only 10 students in the above average and 20 in the average ability groupings were used in the analysis; no low ability students qualified. Students were then asked to read an adversative passage and rate the individual propositions according to importance, and to read an additional passage on an alternative topic and write a summary of main ideas. The results supported the hypothesis that while average students use the same strategies as high ability students, due to the lack of automaticity in processing certain text components (e.g., unfamiliar topic, giving the protocol; (2) protocols are works of fiction; (3) cognitive processes are not visible enough to be examined scientifically; (4) the presence of the person arranging for the protocol and of the tape recorder, as well as the nature of the protocol session, distort the cognitive processes of the writer; and (5) protocol analysis was rejected as unscientific by psychologists many years ago. After making the case that a closer look at one particular criticism shows how it indicates a misunderstanding by the critics of the true nature of protocol analysis, the paper cites works by cognitive psychologists and others who have examined the writing process from this perspective to demonstrate how valuable protocol analysis and similar techniques can be. Finally, the paper deals with the question of whether protocol analysis is scientific and with the inconsistencies present in many criticisms of the technique. (FL)

ED 265 533 CS 209 350

Dick, John A. R.; And Others
The University of Texas at El Paso Writing Assessment, Fall 1983: A Report.
Texas Univ., El Paso. Dept. of English.
PUB DATE- 83
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Freshmen; Content Area Writing; Curriculum Development; Higher Education; *Program Content; Program Development; *Program Effectiveness; *Program Evaluation; Student Characteristics; Student Needs; *Writing Instruction; *Writing Research; *Writing Skills
IDENTIFIERS- University of Texas El Paso

Intended for use in curriculum planning, course development, and program evaluation, this report contains data from a study of the writing abilities of entering freshman students at the University of Texas at El Paso. The first chapter of the report provides background information concerning the need for systematic assessment of the writing abilities of entering freshman, the design of the study, the theoretical framework used in the study, and a description of the University's composition program. The

"Lions, and Tigers, and English, Oh My!" (Allison B. Spitzer); "Converting Narrative into Drama: Using the Composing Process to Integrate the Language Arts" (Robert Blake); and "Radio Play Production" (Paul P. Corwel). Student-written paperback reviews of young adult fiction are included. (EL)

ED 265 548 CS 209 521

Jones, Nancy Baker
Ida Husted Harper and the Leslie Bureau of Suffrage Education.
PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Editorials; Federal Legislation; *Females; *Journalism; Letters (Correspondence); Newspapers; *Social Action; Social Change; Social History; United States History; *Voting Rights
IDENTIFIERS- *Harper (Ida Husted); *Leslie Bureau of Suffrage Education NY; Womens Suffrage

In 1917, the Leslie Bureau of Suffrage Education was created in New York. The Bureau was to be the news purveyor, publicity expert, and propaganda carrier, disseminating suffrage material through every available avenue of publicity. One of its departments, the Department of Editorial Correspondence, was chaired by Ida Husted Harper. Of her 66 years, Harper had spent 40 working in support of women's rights and suffrage. Harper took her responsibility seriously, for in the two years she served the Leslie Bureau, she issued nearly 8,000 letters. Ida Husted Harper was typical of the second generation suffragist: her early writings indicate that she saw the vote as a means toward social reform, especially temperance. Her later work for the Leslie Bureau reveals that she regarded the vote as an end in itself. She also believed white women were superior to nonwhites and that the only appropriate tactic to win reform was to work with the power structure, not to offend it. Her primary tactic was to fit her material to her audience. While the Congressional Union and Woman's Party deserved a great deal of credit for the success of the Nineteenth Amendment, it is likely that neither group could claim all the credit, for it took a combination of tactics to win. In any event, the road to

Hot-Spots: The Journal as Nonfiction"; (10) "How Do You Spell 'Nonfiction'?"; (11) "Making Connections: Fiction and Nonfiction"; (12) "The Unexamined Life"; (13) "A Nonfiction Unit That Costs Less Than It Comes To"; (14) Generating Nonfiction: Writing Across the Curriculum"; (15) "American Studies: What Is It?"; (16) "Fiction and Nonfiction in U.S. History"; (17) "Using a Historic Site in a Writing Class"; (18) "Creating Readers Who Look for Something"; (19) "An Essay for Life" Joan Didion's 'On Self-Respect'"; (20) "Can 'The Meaning of Life' Have Meaning in High School?"; (21) "Bettelheim's 'Uses of Enchantment' as Part of a Storytelling Unit"; (22) "Gibbon's 'Decline and Fall': Nonfiction History as a Literary Classic"; (23) "Fiction, Nonfiction: Some New Elements with a Dash of History"; and (24) "Clue Me In: Mystery Stories with Exotic Backgrounds." (HTH)

ED 265 561 CS 209 540

Peacock, Colin; Roger, Angela

Success in Writing: A Classroom Study with Slower Learning Pupils in Three Scottish Secondary Schools. (S3/S4).

Scottish Curriculum Development Service, Edinburgh.; Stirling Univ. (Scotland).

SPONS. AGENCY- Scottish Education Dept., Edinburgh.

REPORT NO.- ISBN-0-947942-00-9

PUB DATE- 84

NOTE- 223p.

AVAILABLE FROM- Scottish Curriculum Development Service, Moray House College, Holyrood Road, Edinburgh, Scotland EH8 8AQ (3 pounds, 50 pence).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Basic Skills; Case Studies; Classroom Techniques; Educational Theories; Evaluation Methods; Foreign Countries; Prewriting; *Remedial Instruction; Revision (Written Composition); Secondary Education; Teaching Methods; Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Research; *Writing Skills

A small scale research project involving teaching writing skills to slower learning students in three different Scottish schools is the focus of this volume. Chapter 1 discusses the context and nature of the project, while chapter 2 presents teachers' accounts of their professional practices in teaching writing, including their perceptions of pupils and criteria of minimum competence, classroom

International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Educational Philosophy; Foreign Countries; Higher Education; Journalism; Literature Reviews; *Mass Media; *Models; Research and Development Centers; *Research Needs
IDENTIFIERS- *Research Trends; *South Korea

Noting that Korean mass media began to appear about a century ago, this paper gives a brief history of major Korean academic institutions that contributed to early communication studies. It also introduces exemplary studies done in 13 fields to aid in understanding state-of-the-art paradigms of communications research in the Republic of Korea (South Korea). The paper discusses three paradigmatic trends in Korean communications research: (1) that communications research is devoted to introducing Western (especially American) perspectives on communications; (2) that communications researchers accept and use without any suspicion in the Korean context American communications-related concepts like socialization, delinquency, displacement, mass culture, image, and libel, exactly the same way as American researchers treat them in research; and (3) that communications research is mainly descriptive, not explanatory, not only in historical studies but also in empirical studies using content analyses or survey methods. A five-page list of references concludes the paper. (HOD)

ED 265 576 CS 505 119

Phelps, Lynn A.; Smilowitz, Michael
Using Research as a Guide for Teaching Interpersonal Communication Competencies.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Research; Higher Education; *Interpersonal Communication; *Interpersonal Competence; Speech

McDowell, Earl E.
An Assessment Study of the Communication Reticence of High School Students.
PUB DATE- 24 May 85
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Apprehension; *Communication Research; High Schools; High School Students; *Sex Differences; Speech Instruction; Speech Skills; *Student Attitudes; *Student Needs; *Writing Apprehension; Writing Instruction; Writing Skills

A study was conducted to examine the communication reticence of high school students enrolled in required speech and writing courses. Approximately 200 students completed the Personal Report of Communication Apprehension (PRCA), the Unwillingness-to-Communicate Scale (UCS), and the Writing Apprehension Test (WAT). Data were then analyzed to determine biological and psychological sex differences, if any, in ratings on the three measures, and relationships among scores on the measures. Results indicate that significant differences occurred (1) between males and females in rating the Public and Platform Speaking dimension of the PRCA, and (2) among psychological sex groups in rating the three dimensions of the PRCA, the Approach-Avoidance dimension of the UCS, and the Enjoyment and Ease of Writing dimensions of the WAT, with masculine and androgynous subjects rating the dimensions lower than feminine and undifferentiated subjects in all cases. Overall, the findings show that over 40% of the students were apprehensive about public speaking and over 30% did not enjoy writing. Ten data tables are appended. (FL)

ED 265 592 CS 505 176

McCoy, Claire Elaine
The Communicative Relevancies of Instrument Flight; A Technologically Contingent World.
PUB DATE- May 85
NOTE- 9p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).

to compete in their respective tournaments, 56% indicated that they did, but 75% of those had conditions attached, such as not being permitted to advance to eliminations, or being permitted only to fill in schedule or increase national qualifying opportunities. When asked to rank order their respective value objections to having a host school's students compete in a tournament, the respondents' objections came under five major categories: (1) fairness to others, (2) graciousness, (3) tournament integrity, (4) educational experience, and (5) managerial difficulties. Most pronounced was the perceived potential for bias among judges. (Suggested guidelines for directors electing to have host school students compete in a tournament are included.) (HTH)

ED 265 607 CS 505 195

Gotcher, James M.
Who Should Judge CEDA Debate?
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; *Persuasive Discourse; *Qualifications; Rhetorical Criticism; Speech Communication
IDENTIFIERS- *CEDA Debate; Debate Format; *Debate Tournaments

The most common criticism of CEDA (Cross Examination Debate Association) debate tournaments voiced by coaches and students alike centers on the quality of judging. If the debater is completely unaware of the qualifications or credentials of the critic, he or she will be unable to fulfill the judge's expectations. Debates are then lost not on analysis, evidence, or logic, but on a lack of knowledge of the judge's preferences. A competent critic must possess three important qualities: (1) an understanding of the rules governing debate activity, (2) an understanding of logical thought, and (3) an analytical mind. This is not to suggest that tournament directors intentionally recruit ill-qualified judges, but they have a responsibility to those participating to provide the contestants with competent judges. The first step is to require competing schools to fulfill the "one judge per two teams standard" obligation. The tournament directors

DESCRIPTORS- Curriculum Development; *Educational Trends; Elementary Secondary Education; *Futures (of Society); *Information Science; Information Sources; Inservice Education; *Leadership Styles; *Leadership Training; Management Development; Principals; School Business Relationship; Technological Advancement

To assist educational leaders in understanding the implications of the transformation from an industrial to an information society, this paper cites selected societal changes. Among these are new information technologies that will give birth to new activities, processes, and products; and the existence of masses of data from which leaders must choose what is relevant to education. Several management models and instructional programs can help administrators inform themselves and alert others to both the unprecedented shifts in societal values and behavior, and the technology and knowledge explosion. Existing and planned models used in the District of Columbia are briefly described, including the Management Institute and the Principal's Center. Noting that the private sector and public agencies have been helpful in preparing students for an information society and technological future, career modules in several District of Columbia high schools are mentioned. (MLF)

ED 265 622 EA 018 105

Lanham, Frank W.

The Meaning of School Accounts: A Self-Instructional Text. 4th Edition.

University Council for Educational Administration, Tempe, AZ.

PUB DATE- 83

NOTE- 119p.

AVAILABLE FROM- Publication Sales, University Council for Educational Administration, 108 Farmer Building, Tempe, AZ 85287 ($8.75, nonmembers; $7.30 members).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Assessed Valuation; Bond Issues; *Bookkeeping; Budgeting; Capital Outlay (for Fixed Assets); Classification; Educational Finance; Elementary Secondary Education; *Independent Study; Legal Responsibility; Models; *Problem Solving; *Programed Instructional Materials; *School Accounting; School District Spending; *Textbooks

ED 265 636	EA 018 124

Salganik, Laura H.
Schools under Pressure: The External Environment and Recent Organizational Reforms.
PUB DATE- Mar 85
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Community Influence; Economic Factors; Educational Change; Elementary Secondary Education; *Influences; *Organizational Change; Organizational Theories; Participative Decision Making; Policy Formation; Power Structure; Professional Autonomy; Public Education; *School Organization; Socioeconomic Influences
IDENTIFIERS- Loose Coupling Theory; Sustaining Effects Study

Reductions in resources and increases in external demands place schools under pressure that can be relieved to some extent by organizational changes. When resources are sufficient, these changes may take the form of technical rationality--that is, decisions concerning policy and practices are made on the basis of neutral, measurable data rather than professional judgments. When resources are not sufficient, districts often turn to corporatist representation, drawing outside groups into the decision-making structure. Both strategies increase organizational certainty by decreasing the extent to which outside interests can assume control over the organization's practices. This report reviews the aspects of organizational theory used to explain educational systems--institutional theory and loose coupling theory--and explains why these concepts support the hypothesis that external pressures would lead to organizational changes of the types found. Particular attention is paid to the problem of legitimizing authority in school organizations and the role of technocratic corporatism in this legitimizing process. The rest of the report describes the study, its methodology, and its findings. Data were drawn from government sources and from the 1976-77 Sustaining Effects Study, a survey of superintendents and principals in over 240 school districts across the country. Tables are included. (PGD)

of sociobiology, and then shows how these concepts are compatible with a number of theories already applied in education, such as those of Piaget, Kohlberg, Chomsky, and Jung, which describe certain inherited behavioral or psychological patterns. A central concern of sociobiologists is an inquiry into the natural selection processes that govern the evolution of human culture. Elements of culture--"memes" which can be communicated but not subdivided--are selected according to some criterion of value. The major tasks that sociobiologists face are: (1) describing the nature of these "memes" or bits of culture, which then evolve in a competitive process; and (2) identifying the values--based on inherited predispositions--that determine the survival of one set of memes over another. (TE)

ED 265 651 EA 018 147

The Federal Role in Education. An NEA Policy Paper. Revised Edition.
National Education Association, Washington, D.C.
PUB DATE- Jun 82
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Legislation; Educational Principles; Elementary Secondary Education; Federal Aid; *Federal Government; *Federal Programs; Federal Regulation; Foundations of Education; *Government Role; *Government School Relationship; *Politics of Education; Public Policy
IDENTIFIERS- *Department of Education

This paper presents a set of arguments in support of maintaining a cabinet-level Department of Education. It first traces the history of the federal role in education, which was established early in the history of the United States and has evolved over the decades through a series of specific responses to the nation's educational needs. It has never been as a comprehensive plan to nationalize American education. The next chapter presents a threefold rationale for federal involvement in education: to broaden access to education, to enhance the quality of education, and to provide financial assistance to local school districts. Federal education programs are needed because (1) state and local agencies are unable or unwilling to protect the political, economic, and educational rights of the disadvantaged; (2) improvement of the education system is a constant and important goal; (3) the federal difficulty for American public schools. A national commission established by Phi Delta Kappa to study this problem used survey cards and questionnaires to gather data from the identified schools. Preliminary results showed that public confidence at both the building and district levels was largely determined by teacher and administrator attitudes. Other important factors were special programs, building and grounds, and student achievement. These results suggest that schools could improve their public relations by working directly on attitude improvement and by developing programs and efforts based on periodic needs sensing techniques. (GJ)

ED 265 665 EA 018 175

Asbestos in Our Schools. Taming the Silent Killer. A Handbook for Association Leaders Produced by NEA.
National Education Association, Washington, D.C.
PUB DATE- 85
NOTE- 50p.
AVAILABLE FROM- NEA, Research Division, 1201 16th Street NW, Washington, DC 20036 ($3.95 members, $6.95 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Administrator Responsibility; Air Pollution; *Asbestos; Compliance (Legal); Court Litigation; Environmental Standards; *Federal Regulation; *Hazardous Materials; Laboratory Procedures; Physical Environment; *School Buildings; School Personnel; School Safety; State Standards; *Waste Disposal
IDENTIFIERS- *Asbestos School Hazard Abatement Act 1984

In 1984, the U. S. Environmental Protection Agency (EPA) estimated that friable asbestos-containing materials were present in 31,000 school buildings throughout the country. Once inhaled, asbestos fibers may remain in the lungs indefinitely and can lead to various diseases. This handbook is intended to provide administrators--in nontechnical terms--a solid body of facts and some suggested courses of action to deal with asbestos health hazards in their schools. The various chapters cover asbestos health hazards, key legislation and litigation, a summary of federal and state laws that may offer protections for educational employees, and some potential strategies for the National Educational Association and state and local affiliates. (MLF)

Child Language Acquisition.
PUB DATE- Oct 85
NOTE- 21p.; Paper presented at the Council for Exceptional Children/Division for Early Childhood National Early Childhood Conference on Children with Special Needs (Denver, CO, October 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Disorders; *Delayed Speech; *Language Acquisition; *Language Handicaps; *Mothers; *Parent Education; Program Effectiveness

To examine the effectiveness of a maternal intervention curriculum, 40 mothers and children with varying degrees of language delay were assigned to one of two intervention groups matched on child characteristics. Program impact was assessed through standardized tests (the Sequenced Inventory of Communicative Development to measure whether intervening with mothers appreciably affected children's overall receptive and expressive language levels, the Bayley Mental Scale or the Pictorial Test of Intelligence to measure whether intervention appreciably affected children's IQ) and a coding system designed to measure reciprocity of early mother/child language usage in the free play interaction. As hypothesized, 14 of 16 mothers who participated in the project decreased their use of directive speech compared to only 7 of 12 controls. A second hypothesis, that project mothers would increase use of contextual speech relative to controls, was also supported. A final hypothesis, that project mothers would increase usage of both expansions and extensions relative to controls, was not supported. (CL)

ED 265 681 EC 181 370

Fischler, Ira
Interfering with Sentence Comprehension in the Deaf.
PUB DATE- Nov 84
NOTE- 8p.; Paper presented at the Meeting of the Psychonomic Society (San Antonio, TX, November, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

education directors must communicate their program goals and direction to one another and identify appropriate standards to use in developing graduate level off-campus courses. Standards should be spelled out in detail and communicated to all parties involved in delivering programs. Colleges could also offer a dual numbering and prefix system to clarify which courses can and cannot eventually be applied to graduate programs. Local school districts and state departments of education that determine that graduate credit is necessary for advancement on salary or promotion schedules should monitor courses offered through extension and encourage continuing education directors to provide courses meeting graduate program standards. (MN)

ED 265 291 CE 043 074

Hagen, Gerald W.
Creation of an Alternative High School in the West Fargo School District--An Analysis.
PUB DATE- 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Correspondence Study; *Dropout Programs; Educational Needs; Financial Support; *High Schools; Needs Assessment; *Nontraditional Education; *Outcomes of Education; *Program Development; Program Effectiveness; *School Holding Power
IDENTIFIERS- *West Fargo School District ND

West Fargo Community High School (North Dakota) was established in 1982 to provide alternative secondary education to high school dropouts and students who would be unable to function successfully in the traditional high school setting. The school was set up to be a self-supporting institution staffed by three part-time instructors and one part-time paraprofessional; its approach was a hybrid of traditional classroom-based instruction and individualized instruction. Upon entering the program, students develop an educational program consisting of eight 1/2-credit courses that are completed in a 4-week time block system. Time extensions are granted for students who have been working at their full capacity; students judged not to have been working at capacity must pay a $2 fee for a time extension. Despite school board disagreements resulting in separate diplomas for graduates of the

PUB DATE- Aug 84
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Programs; Canada Natives; Course Organization; Disadvantaged Youth; Educational Assessment; *Educational Philosophy; Educational Policy; Educational Trends; Foreign Countries; Futures (of Society); *High School Equivalency Programs; Job Training; Program Implementation; School Role; Secondary Education; Self Evaluation (Groups); *Student Financial Aid; *Vocational Education; *Vocational Schools
IDENTIFIERS- *Alberta

This paper describes the provision of vocational education in the Province of Alberta, especially the education provided by Alberta Vocational Centres (AVCs). The paper is organized in two sections. The first, introductory section describes the Province of Alberta and its educational system. The second section focuses on Alberta Vocational Centres which provide education and job training for adults with less than a high school education. It discusses the role of AVCs, and provides a long list of sources of student financial aid. This section then reports a case study of the Lac la Biche AVC which serves largely a Native Canadian population, including its background, campus, organization, and course portfolio. Finally, the paper discusses the role and future direction of AVCs. Appendixes to the report describe a course for community resource workers and provide a form for institutional self-evaluation. (KC)

ED 265 305 CE 043 231

Marsh, D. T.
Vocational Training in the USSR. Coombe Lodge Working Paper. Information Bank Number 2023.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Dec 84
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Educational Legislation; Educational Needs; *Educational Objectives; Educational Philosophy; Educational Policy; Educational Practices; Educational Trends; Enrollment;

EDRS Price - MF01/PC01 Plus Postage..
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Skills; Clerical Occupations; Competency Based Education; Core Curriculum; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Microcomputers; *Office Occupations Education; On the Job Training; Postsecondary Education; *Receptionists; *Recordkeeping; Records (Forms); *Word Processing; *Work Experience Programs
IDENTIFIERS- England; *Visitors Books

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students to use a microcomputer to develop and manage a visitors book (a record of who visits a business). The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 320 CE 043 257

Main Stores--Goods Outwards. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-12-3
PUB DATE- 84
NOTE- 23p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; *Clerical Occupations; Competency Based Education; Core Curriculum; Delivery

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students the procedures of conducting the MOT (Ministry of Transportation) Test (Great Britain's motor vehicle inspection test) and dealing with the customers on whose cars the inspection is performed. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 335 CE 043 272

Printed Circuitboard: Design and Production. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-40-9
PUB DATE- 84
NOTE- 21p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Core Curriculum; *Electric Circuits; *Electronics; *Electronic Technicians; Equipment Utilization; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Manufacturing; Measurement Equipment; On the Job Training; Postsecondary Education; Records (Forms); *Technical Education; *Work Experience Programs
IDENTIFIERS- England; *Printed Circuit Boards

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students the following aspects of producing printed circuit boards: planning and drawing circuit diagrams, using the equipment and tools needed to produce printed circuit boards, using an oscilloscope and probes, calculating the cost of a parts kit, and writing a technical report. The guide is one in a series of core curriculum modules

curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

ED 265 351 CE 043 288

Mix It! Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-56-5
PUB DATE- 84
NOTE- 19p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-287.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; *Cooking Instruction; Core Curriculum; *Equipment Utilization; *Food; Food Service; Foreign Countries; Job Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students learn about the different types of equipment used to mix or combine foodstuffs. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

skill training for occupations that are soon obsolete. This training often excludes what it is convenient not to know, is controlled by conventional thinking that is hostile towards the new, and is a captive of established structures whose goal is simplification and convenience. New approaches to vocational education are necessary for survival. Vocational educators must generalize skills, develop a common set of attitudes, foster common expectations, and teach curriculum commonalities. These needs are all connected by complexity, organization, separability, continuity, sequentiality, interdependence, and self-regulation. These factors are all connected, and should be taught that way. (KC)

ED 265 366 CE 043 329

Hill, Michael; McMurlyn, Clifford
Developing and Implementing a Program of Employer and Job Needs Assessment.
Mesa Coll., Grand Junction, CO.
SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE- 85
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demand Occupations; Education Work Relationship; Employment Opportunities; *Employment Projections; Job Training; Labor Market; *Labor Needs; *Models; *Occupational Surveys; Postsecondary Education; Secondary Education; Student Educational Objectives; Student Needs; *Vocational Education
IDENTIFIERS- Colorado (Mesa County); *Colorado (West)

This project sought to develop a model that could be used to gather information on employer and student needs in Mesa County and Western Colorado in order to enhance and validate vocational education offerings. To meet the objectives of the study, a comprehensive review of literature regarding existing models and/or programs, along with numerous interviews with persons directly involved with data collection were conducted. In addition, local agencies that could deliver the existing data were contacted in order to establish localized primary sources. The recommended information system, based on the findings of this research, is designed to facilitate an ongoing program. The model developed as a result of the research involves the following components: (1)

of the High School Class of 1972. (YLB)

ED 265 380 CE 043 364

Maley, Donald
Implementing Technology Education in America's Schools.
PUB DATE- Dec 85
NOTE- 13p.; Paper presented at the Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Needs; *Educational Objectives; Experiential Learning; Futures (of Society); *Program Implementation; Secondary Education; *Technical Education; *Technological Advancement; *Technological Literacy

Practitioners involved in implementing technology education in middle, junior, and senior high schools should keep several guiding principles in mind. Technology education is a vital educational component in a highly technological society, and present and future societies will depend upon the wise use of technology as an important factor in survival and human progress. Technology education must be packaged and delivered in keeping with the characteristics and needs of all students at all ability levels. The program should be experientially based and should utilize the base of research findings on how individuals learn. Instruction should take place in the context of a multi- and cross-disciplinary involvement of the learner. Technology education must be extended beyond the craft domination of previous years and most programs, thus making technology education much more broadly conceived than technical education as it is usually understood. The process of technology education must be a holistic one that recognizes the fact that nothing can be studied to any measurable degree within a single discipline. (MN)

ED 265 381 CE 043 367

ED 265 394 CE 043 408

Gibbons, Roger
Implementing Computer Integrated Manufacturing Technician Program.
PUB DATE- Dec 85
NOTE- 14p.; Paper presented at the Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Oriented Programs; Computers; *Curriculum Development; *Manufacturing; Manufacturing Industry; Postsecondary Education; *Program Development; Program Implementation; School Business Relationship; *Technical Education; Technological Advancement
IDENTIFIERS- *Computer Assisted Manufacturing

A computer-integrated manufacturing (CIM) technician program was developed to provide training and technical assistance to meet the needs of business and industry in the face of the demands of high technology. The Computer and Automated Systems Association (CASA) of the Society of Manufacturing Engineers provided the incentive and guidelines throughout the program development process. The first step in the CIM program planning was to determine objectives and establish instructional parameters. In the initial program design were blended together (1) the CASA guide to CIM, known as the "CIM Wheel," which depicts the basic model of a CIM system as it would actually function in industry; (2) the present stage of CIM development in area industries; and (3) the resources and expertise in computer manufacturing already developed at Moraine Park Technical Institute (MPTI) in Wisconsin. Courses were developed around identified competencies and categorized as occupational specific, occupational support, technical support, and general education courses. These computer manufacturing subsystems already available at MPTI were identified as requiring further development and integration: computer-aided design, automated machining and computer-assisted programming, automated material handling and robotics, and manufacturing control and planning. (An addendum provides descriptions of 14 CIM technician courses.) (YLB)

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Automation; Computer Literacy; Educational Needs; *Electronic Equipment; *Employer Attitudes; *Office Machines; *Office Occupations Education; *Offices (Facilities); State Surveys
IDENTIFIERS- *Arkansas

A study examined the attitudes of employers from 10 firms in northwest Arkansas toward changing from a traditional office to an electronic one. Even though the 10 employers represented 7 different categories of industry (construction, manufacturing, transportation and public utilities, wholesale and retail trade, finance and real estate, services, and government), their responses to the 20-item questionnaire were quite similar to one another. All of the employers had had experience in the electronic office and therefore all could relate to the resulting changes in people, equipment, procedures, and attitudes. The 10 respondents agreed that the electronic office is capable of requiring less time to do a certain task with the least amount of expense, thereby being more cost-efficient than the traditional office. The majority of respondents felt that the electronic office will demand greater efficiency in the language arts, and most felt that the person who is not computer literate by the end of the decade will be at a disadvantage. (The survey instrument is appended to this report.) (MN)

ED 265 410 CE 043 453

Patton, Ruth Volz, Ed.; Lawrence, Marianne, Ed.
In-Service Teacher Education: A Key to Excellence in Vocational Education. Proceedings of a National Conference (Washington, D.C., April 10, 1985).
American Vocational Education Personnel Development Association, Arlington, VA.; Coordinating Committee on Research in Vocational Education (ED), Washington, DC.; National Research Coordinating Unit Association, Washington, DC.
PUB DATE- Apr 85
NOTE- 82p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

Career counselors should work to generate better theories. Practitioners and students need to consult theory to enact eclectic approaches to career counseling. Students must examine their concepts of work, motivation, and development. An eclectic theory of career development and a counseling approach can be generated that would enable practitioners to provide remedial assistance when needed and to assist clients in: (1) making initial career choices; (2) making career change choices; (3) developing career adjustment strategies; and (4) identifying the role of work in their lives. A three-page list of references concludes the paper.

ED 265 422 CG 018 744

Wilkerson, Sharen E., Ed.
Connect with Parents: Build Support Groups. Conference Proceedings (Colorado Springs, Colorado, August 3-4, 1984).
Colorado State Dept. of Social Services, Denver. Div. of Family and Children's Services.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 85
NOTE- 49p.
AVAILABLE FROM- Colorado Department of Social Services, Division of Family and Children's Services, 717 Seventeenth Street, P.O. Box 181000, Denver, CO 80218-0899 ($4.50/copy, discount on larger quantities).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Abuse; Child Neglect; Children; *Fund Raising; Marketing; *Parenthood Education; Parenting Skills; *Parents; *Self Help Programs; *Social Support Groups

This document is a guide for the establishment and maintenance of parent support groups. It is a result of a conference on building parent support groups sponsored by the Colorado State Department of Social Services which brought together professionals and parents. The suggested audiences are people interested in forming similar groups; non-profit agencies interested in structure, financing, and marketing; and existing formal and informal support groups. The document consists of 13 articles on relevant topics. Fund raising, marketing, and choosing board members are discussed in the first

participated in the project (N=331) were compared with control students (N=191) during 1980-83. The hypothesis that there are significant differences in current achievement level, self-concept, and behavior of students who received STAR training in grades 6-8 between 1980 and 1983 compared to the original group of students who did not receive STAR training was tested. The evaluation was based on students' self report measures of health, self-concept, and social skills. Student record data was also collected on current attendance, academic performance, and behavior. The results of the first year of research show that students trained in STAR had significantly better grades and attendance, fewer health problems, and were more assertive and resistant to peer pressure to use drugs than were control subjects. These findings suggest that students do retain social skills training and put it to positive use in their lives. (ABB)

ED 265 436 CG 018 760

Developments in Aging: 1984. Volume 1. A Report of the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session. Pursuant to S. Res. 354, March 2, 1984, Resolution Authorizing a Study of the Problems of the Aged and Aging.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-R-99-5-V1
PUB DATE- 85
NOTE- 416p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Age Discrimination; *Aging (Individuals); Employment; *Health; *Housing; *Income; *Older Adults; Retirement; Social Services
IDENTIFIERS- Congress 99th; Medicaid; Medicare; *Older Americans Act 1984; *Social Security

This is a 1984 annual Senate report on aging which examines the health, income, employment, housing, and assistance problems of older people. In a preface, Senators Heinz and Glenn note the following significant events of 1984: (1) Congress reauthorized the Older Americans Act; (2) a strong economy with low inflation helped Social Security and Medicare avoid financial difficulties; (3) health care costs are still increasing dramatically and will activating helpful coping strategies; and (5) identifying the learning outcomes gained from the discussions. Also described is the implementation of this program in second, fifth, and eighth grade classes. The results of the implementation are reported and it is noted that the children learned that they were not alone in their feelings, that they would survive a crisis, and that talking with someone was helpful. It is also noted that both teachers and students reported positive responses to the program. A policy on crisis intervention is recommended for schools. An appendix includes an outline of the children and crises program. (Author/ABL)

ED 265 449 CG 018 773

Maiden, Robert; Walker, Gail
Attitudes Toward Death Across the Life Span.
PUB DATE- Nov 85
NOTE- 19p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Development; Adults; *Age Differences; Aging (Individuals); *Anxiety; *Attitude Change; Attitudes; *Death; *Sex Differences
IDENTIFIERS- Life Span; Life Transitions

To understand the change and development of people's attitudes toward death over the life span, a 62-item attitude questionnaire on death and dying was administered to 90 adults. Participants included five females and five males in each of nine age categories: 18-20, 20-24, 25-29, 30-34, 35-39, 40-49, 50-59, 60-64, and 65 or older. Participants were primarily Protestant, Caucasian, and of higher socioeconomic status. The results showed that only 10 percent of respondents indicated overt death anxiety while 51 percent were death acceptors. Responses indicated ambiguous feelings about death, with females being more open to expressing these ambiguous feelings than were males. Females also reported beliefs in reincarnation and afterlife more than did males. Data analysis revealed that death anxiety had no relationship to age; older respondents had no more death anxiety than did younger respondents. Generational differences were suggested by similar secondary school guidance objectives, and secondary school guidance services. Evaluation of guidance services in the Scarborough elementary schools is addressed in a separate chapter which covers objectives, activities related to objectives, a discussion of elementary school student needs, and a survey of attitudes of grade eight students toward grade nine programs. The final chapter contains summaries of results, conclusions, and recommendations for guidance services. Appendices contain a summary of guidance services; cover letters; tables of comments; and nine questionnaires for students, guidance counselors, parents, teachers, supervisory officers, trustees, and the business community. Thirty-three data tables are included. (NRB)

ED 265 463 CG 018 787

Wideman, Marilyn E.
An Evaluation of Student Self-Esteem in Scarborough Schools. Scarborough's Co-operative Evaluation and Development of School Systems (CEDSS) Project. Internal Evaluation Report No. 8.
Scarborough Board of Education (Ontario).
PUB DATE- Jun 82
NOTE- 132p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Students; *Elementary Secondary Education; Foreign Countries; Secondary School Students; *Self Concept Measures; *Self Esteem; Self Evaluation (Individuals); Student Attitudes; Student Development; Teacher Attitudes; Teachers; *Teaching Methods
IDENTIFIERS- Ontario (Scarborough)

This document contains an internal investigation of students' self-esteem in the Scarborough, Ontario school sytem undertaken because of the emphasis that the school system places on students' self-esteem as a predictor of academic achievement. A chapter on the research plan presents descriptions of the population, sample selection, choice of questionnaire (the Piers-Harris Self Concept Inventory entitled "The Way I Feel about Myself"), the development of questionnaires for teachers and students, data collection and analysis, and the reporting of results. The six chapters of results of the study focus on: (1) the return rate of questionnaires; (2) student self-esteem; (3) student perceptions of the importance of selected teaching methods; (4) comparison by grade of student

ED 265 477 CG 018 801

Roodin, Paul A.; And Others
Qualitative Dimensions of Social Cognition in Adulthood.
PUB DATE- Nov 85
NOTE- 16p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Cognitive Development; Cognitive Style; *Evaluative Thinking; Knowledge Level; *Social Cognition; Theories

Structural views assume that a single, comprehensive system of thought underlies cognitive activity. Although developmental research with both children and adults has tended to assume the validity of a structural model of cognitive development, this assumption may be invalid when applied to the social cognitive judgments of adults. There are two basic concerns in examining the area of social cognition in adulthood. First, the concept of social cognition, its measurement and definition, cannot be simply conceived in a unitary fashion. Social judgments across a variety of different situations suggest patterns of heterogeneity and inconsistency across empirical studies. Secondly, social cognitive understanding represents development of the personal domain of knowledge. Knowledge in adulthood becomes increasingly domain-specific and expert. Adult competence within the logico-mathematico domain alone appears incapable of explaining the social cognitive skills of adulthood. However, domain-general descriptions of the unique qualitative dimensions of post-formal thinking by themselves are not sufficient to account for the emerging facility of adult social cognitive expertise. Social cognitive performance in adulthood is simultaneously marked by the growth of both post-formal thinking styles and expert knowledge within the personal domain. A reference list is appended. (NRB)

adventure games to the reading curriculum can help students to develop a commitment to reading and to become actively involved in reading selections. A list of references, including the software discussed in the paper, concludes the report. (EL)

ED 265 492 CS 008 250

Mason, Jana M.
Kindergarten Reading: A Proposal for a Problem-Solving Approach. Technical Report No. 345.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 38p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Classroom Environment; Educational Philosophy; *Kindergarten; Learning Theories; Primary Education; *Problem Solving; *Reading Programs; *Reading Readiness; Schemata (Cognition); *Teaching Methods

Until recently, kindergartens were designed to foster a positive attitude toward school and provide a well-rounded development through the use of suitable play, art, and social activities. Unfortunately, many kindergarten programs have begun to rely on inappropriate materials and techniques taken from formal first-grade programs. Such programs reflect a skill-based perspective with activities and tasks hierarchically ordered. Instruction usually means the teacher presents a skill and then the children practice it on materials that are arranged by difficulty of words and sentences. An alternative approach is one that draws on the notion of reading as a thinking and understanding act and learning to read as a constructive, problem-solving process. This means that while children can be given information to learn and practice in a stepwise fashion, they must interpret the ideas and relate them to their own knowledge and experience. Three principles guide these alternative programs: (1) learning to read is supported when a classroom features familiar printed information and interesting literacy activities; (2) learning to read requires the use of diverse materials and a wide variety of tasks that are review of current theory and data in visual word recognition, discussing major classes of models and identifying the unique properties of individual models. In chapter 2, Marcus Taft provides a critical review of the evidence for and against involvement of morphemes and syllables in lexical access of visually presented words. In chapter 3, Curtis A. Becker reviews the issue of how context affects visual word recognition, while Ian Dennis, Derek Besner, and Eileen Davelaar report on a series of four experiments on the pseudohomophone effect in lexical decision in chapter 4. In chapter 5, Mark S. Seidenberg addresses the questions of how sentential context affects word recognition, and when and how phonological recoding affects visual word recognition. Glyn W. Humphreys, in chapter 6, reviews evidence indicating that there are dissociations between the various criteria that are currently thought to characterize automatic processing in word recognition and suggests that even some of the single criteria are inchoate. In the last chapter, Jim Cheesman and Philip M. Merikle address the question of whether word recognition is possible in the absence of conscious perceptual processing. (HOD)

ED 265 506 CS 008 277

Hedley, Carolyn N., Ed.; Baratta, Anthony N., Ed.
Contexts of Reading. Advances in Discourse Processes Series. Volume XVIII.
REPORT NO.- ISBN-0-89391-294-8
PUB DATE- 85
NOTE- 207p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($32.50 hardcover--ISBN-0-89391-294-8; $19.95 softcover--ISBN-0-89391-364-2).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Classroom Environment; Classroom Research; Cognitive Processes; Computer Assisted Instruction; English (Second Language); Language Acquisition; *Language Processing; *Reading Instruction; *Reading Research; Reading Writing Relationship; Research Methodology; Teaching Methods
IDENTIFIERS- Teacher Researchers

Focusing on the reading-thinking-learning process, the classrooms in which such processes occur, and the means for studying these processes, this book presents essays on teaching, learning, and difficult vocabulary, unsignaled text,) a bottleneck occurs and average students cannot apply these strategies. Given easy text or text written on a familiar topic, average ability students used text structure to write summaries comparable to those of high ability students. However, neither topic familiarity nor ease of text aided average students in the main idea rating task. The results suggest that high ability students are more metacognitively aware than average students. (HTH)

ED 265 520 CS 008 297

Nist, Sherrie L.; Hogrebe, Mark C.
The Effects of High and Low Relevant Text Underlining on Test Performance.
PUB DATE- Dec 85
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Prior Learning; *Reading Research; *Reading Strategies; Recall (Psychology); *Study Skills; *Test Wiseness; Textbooks
IDENTIFIERS- *Outlining

A study was conducted to investigate the effects of high and low relevant text underlining and annotating (making margin notes or other marks to indicate important material) on test performance. The subjects, 67 college freshmen, were randomly assigned to one of four experimenter-generated conditions: (1) high relevant underlining; (2) high relevant underlining and annotating; (3) low relevant underlining; or (4) low relevant underlining and annotating, or to a control condition in which students generated their own text markings. During two sessions, all subjects took a test of prior knowledge, read an assigned passage, and took a 24-item multiple choice test consisting of 12 high and 12 low relevant questions. Data analysis showed that subjects in the high relevant condition answered more high relevant questions correctly while low relevant subjects answered more low relevant questions correctly. Subjects who generated their own underlining did not perform significantly better than did those who were given experimenter-generated underlining. The findings show that researcher underlining and annotating have the effect of directing second chapter details the study's methodology, specifically describing the instruments and writing tasks used, scoring procedures, and instructions to teachers. The five sections of the third chapter contain (1) background information on the subjects, including subjects' standardized reading and entrance test scores; (2) a discussion of responses to the survey questionnaire completed by all students enrolled in the Freshman Composition Program in Fall 1983; (3) a summary of students' composing processes on the writing tasks; (4) sample student essays, along with commentary explaining what is characteristic of papers at selected points in the continuum from poorest to best; and (5) reports on the surface features of a subsample of the essays. Sixty-four data tables are interspersed throughout the report. Appendixes contain copies of materials used in the study, including the survey questionnaire. (FL)

ED 265 534 CS 209 398

A Commitment to Literacy. Report of the Greater Cleveland Communication Skills Study Group.

Greater Cleveland Communications Skills Study Group, OH.

PUB DATE- Apr 85

NOTE- 26p.

AVAILABLE FROM- Greater Cleveland Literacy Coalition, Brownell Hall, Floor 2, 1320 Sumner Ct., Cleveland, OH 44115 ($1.50; $1.00, 5 or more).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Basic Skills; Illiteracy; *Literacy; *Literacy Education; Program Development; Reading Skills; *Urban Programs; Writing Skills

IDENTIFIERS- *Ohio (Cleveland)

The literacy problem in the Cleveland area and recommendations for dealing with it are presented in this booklet. Beginning with a definition of literacy and a discussion of the human costs and economic consequences of illiteracy, the booklet advocates reducing adult illiteracy, eliminating basic skills deficits, and improving communications skills among the workforce. Recommendations include: (1) forming a coalition to increase pubic awareness, develop programs, and set standards; (2) developing a Greater Cleveland compact recording the agreement that businesses will provide job victory seemed so certain that Harper closed the editorial department in December 1918. (HOD)

ED 265 549 CS 209 523

Wyman, Linda, Ed.
Poetry in the Classroom.
Missouri Association of Teachers of English.
PUB DATE- Jul 84
NOTE- 101p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 36060, $4.00 member, $4.50 nonmember).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Creative Writing; Elementary Secondary Education; English Instruction; Higher Education; *Literature Appreciation; *Poetry; *Poets; *Reading Material Selection; *Teaching Methods

The articles in this journal issue focus on the use of poetry for study in classrooms at all levels. Titles and authors of the articles include (1) "Summoning the Poem: Several Roads to Xanadu" by Ben F. Nelms; (2) "ABC's of Reading and Writing Poetry in Junior High" by Barbara Arnold; (3) "Invitations" by Elizabeth D. Nelms; (4) "Teaching Poetry to College Freshmen: A Systematic Approach" by Barbara J. Hunt; (5) "A Stair at a Time" by Donna M. Grout; (6) "Coaxing a Wild Surmise" by Linda Wyman; (7) "Some Thoughts on Teaching Poetry" by Robert C. Jones; (8) "Boredom, 'Beowulf,' and Other Important Battles in Teaching Poetry" by Amy Lale Luebbert; (9) "A Lesson on 'How a Poem Means'" by Barbara Hager Mercer; (10) "Poetry Writing in Elementary School: Gaining by Giving Up" by Joyce Pyle; (11) "Teaching Poetry Writing" by Maryfrances Wagner; (12) "The Teacher as Poet: 'A Place for the Genuine'" by Virginia Frazier; (13) "Poetscout: On Collecting and Selecting Poetry" by Paul B. Janeczko; and (14) "How to Grow an Anthology" by Ben F. Nelms and others. (HOD)

methods, remedial strategies, and assessment procedures. Chapter 3 describes three case studies which examined how the participating teachers approached the teaching of writing in their classrooms, and identified whether their organization and management were consistent with the project's rationale. Chapters 4 and 5 analyze and discuss the constituent elements of an information processing model of writing and the theoretical rationale regarding classroom methodology. Chapter 6 presents two case studies integrating this theoretical rationale into classroom practice, and chapter 7 describes the final phase of classroom work, illuminating those aspects of the project's theoretical rationale that had proved problematic in Chapter 6. The final chapter discusses the success of the project, the professional demands made of collaborating teachers, and the implications for implementing the rationale on a wider scale. All but the first and last chapters include summaries, while 14 appendixes contain samples of research materials used in the study and a seven-page list of references. (EL)

ED 265 562 CS 209 541

Gibbs, Sandra E., Comp.
Program to Recognize Excellence in Student Literary Magazines, 1985. Ranked Magazines.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Mar 86
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Awards; Creative Writing; Evaluation Criteria; Layout (Publications); Periodicals; Secondary Education; *Student Publications; Writing Evaluation
IDENTIFIERS- Contests; Excellence in Education; *Literary Magazines; National Council of Teachers of English

In keeping with efforts of the National Council of Teachers of English to promote and recognize excellence in writing in the schools, this booklet presents the rankings of winning entries in the second year of NCTE's Program to Recognize Excellence in Student Literary Magazines in American and Canadian schools, and American schools abroad. Following an introduction detailing the evaluation process and criteria, the magazines are listed by state or country, and subdivided by superior, excellent, or above average rankings. Those superior magazines which received the program's

Communication; Speech Curriculum; Speech Improvement; Speech Instruction; Speech Skills

Twenty years of research in interpersonal communication have provided teachers with a basis for identifying the competencies that should be taught in introductory interpersonal communication courses, including empathy, social composure, and conflict management. However, other issues such as "performance vs. knowledge," the affective dimension, and the situational nature of competency are still being researched and debated. Five suggestions for instructors who teach basic interpersonal communication courses are (1) review various conceptualizations of interpersonal competence and select factors deemed crucial for students to possess, (2) select a basic textbook that treats those factors, (3) encourage students to critically examine their own behaviors, (4) use exercises that provide the opportunity to observe others who possess useful skills and that provide opportunities to practice in a nonthreatening environment, and (5) allow students to make their own choices. (DF)

ED 265 577 CS 505 147

Hall, Robert N., Ed.

Directory of Graduate Programs in the Communication Arts and Sciences, 1986-1987. Ninth Edition .

Speech Communication Association, Annandale, Va.

PUB DATE- 85

NOTE- 315p.

AVAILABLE FROM- Speech Communication Association, 5105-E Backlick Rd., Annandale, VA 22003 ($12.50).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Admission Criteria; Doctoral Degrees; *Doctoral Programs; *Graduate Study; Higher Education; Indexes; Masters Degrees; *Masters Programs; *Speech Communication; *Speech Curriculum; Student Costs; Student Financial Aid; Tuition

Intended to provide current information about graduate programs in speech communication in the United States and Canada to prospective graduate students, teachers, administrators, and counselors, this directory is also useful to those people seeking summary data on the state of the profession and to those evaluating or expanding their own speech programs. The following information is provided for 276 speech departments: addresses and contact information,

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aircraft Pilots; Communication Research; *Flight Training; Instrumentation; Interaction; Interpersonal Communication; Interpersonal Competence; *Nonverbal Communication; Qualitative Research; *Research Needs; *Safety; Speech Communication; *Verbal Communication

The success and safety of flight in actual instrument conditions is dependent upon the communicative competency of the individuals involved. The more obvious elements of communication involved include crew coordination and communication both verbal and nonverbal, aircraft and ground communication links, pilot interpretation of verbally and instrumentally derived information, and analysis of the nuances of accepted verbal phraseology. The pilot co-constitutes and maintains the "world" of instrument flight at various levels. This participation emerges as an expressive function as well as a cognitive task. An understanding of the fluidity of performance of certain pilots may be found by examining characteristic aspects that provide the qualitative background of the human experience of instrument flight. Expressive dimensions of communication are an integral part of pilot performance. The presence of the expressive region accounts for the difference noted between the "mechanical" pilots and those who have a "feel" for the aircraft. For the sake of flight safety, it becomes a responsibility to investigate and to attempt to understand how the instrument flight pilot incorporates the technology of flight and of instrumentation with every act of flight, with every thought, expectation, and remembrance. (HOD)

ED 265 593 CS 505 177

Larson, Mary Strom
Teaching Production Courses: A Survey of Course Content and Structure.
PUB DATE- 8 Nov 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

must also brief the judging pool on CEDA goals, speaking order, nature of the resolution, and the responsibilities of the various speakers. This can be accomplished by means of a review sheet, or practice sessions with judges several days before a tournament. (A sample judges review sheet is included.) (HTH)

ED 265 608 CS 505 196

German, Kathleen M.
Guidelines for Implementing an Honors Program in Communication.
PUB DATE- Feb 85
NOTE- 25p.; Paper presented at the Midwest Basic Course Directors' Conference (Ft. Wayne, IN, February 8-9, 1985). Appendix E contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Objectives; Higher Education; *Honors Curriculum; Models; *Speech Communication; Student Needs
IDENTIFIERS- Blooms Taxonomy; Miami University OH; Perry Scheme of Intellectual Ethical Development

Noting that the decision to offer special sections or courses for superior communication students is often ignored because such students are not very visible in the traditional classroom, this paper focuses on some of the considerations involved in honors programs and proposes some guidelines for developing them based on extant honors programs and models of intellectual development in young adults. The first part of the paper explores established models for honors programs; nationally identified objectives for honors programs; a program at Miami University, Oxford, Ohio, that encompasses those objectives; and the departmental honors sequence of that program. The second section of the paper discusses guidelines for developing course/curriculum content, specifically Bloom's Educational Taxonomy and Perry's Scheme of Intellectual Development. A syllabus based on Bloom's Taxonomy is included. (Appendixes contain a more detailed list of the national honors program objectives, guidelines for participation in the Miami University Honors program, and more detailed presentations of Bloom's Taxonomy and Perry's Scheme of Intellectual Development.) (HTH)

This handbook is intended for school decision-makers who need to evaluate the validity of financial data before making management judgments. The book is an analysis of what is contained in various kinds of school accounts in relation to what could be or should be contained. The book is for self-directed study, estimated to require not more than six to eight hours to complete. A "scrambled" book format is used with each sheet consisting of two pages with each page having one or more directions to follow. According to the answers given to the problems, directions are given for the next page. The following topics are covered in four chapters: (1) Assets, Liabilities, and Equities; (2) The Flow of Revenue and Expense; (3) Classification of School Accounting Data; and (4) Factors in Evaluation of Classified School Accounting Data. (MLF)

ED 265 623 EA 018 106

Dohnal, Hope
New Perspectives in Administration: Report of an Elementary Principals' Conference.
Oregon School Study Council, Eugene.
PUB DATE- Sep 75
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Administrators; Budgeting; Collective Bargaining; Educational Trends; Elementary Education; Evaluation Methods; Legal Responsibility; Planning; Public Relations; *School Administration; School Community Relationship; School Law; Student Rights; Teacher Evaluation; Teacher Strikes; Torts
IDENTIFIERS- Oregon; Planning Programming Budgeting System

A conference on new perspectives in school administration was held for elementary school principals in the summer of 1975 by the Confederation of Oregon School Administrators. This paper summarizes material presented in five topic areas by eight speakers. Steve Goldschmidt's talk on school law touched on the administrator's and the school's liability in cases where negligence is alleged, and looked at the extent of the school's right to punish students, search lockers, and confiscate student property. Don Dunbar and Jim Beach discussed preparation for and prevention of teacher strikes from the administrator's perspective.

ED 265 637 EA 018 126

Knapper, Christopher
Lifelong Learning and Distance Education.
PUB DATE- Aug 85
NOTE- 11p.; Paper presented at the World Conference of the International Council for Distance Education (13th, Melbourne, Australia, August 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Students; Continuing Education; *Distance Education; Foreign Countries; Higher Education; Independent Study; *Lifelong Learning; Nontraditional Education; Student College Relationship

Distance education programs often try to prove their legitimacy by using methods and materials as similar as possible to those used in traditional, classroom-based, lecture-oriented courses. Since off-campus students must exhibit a certain level of independence and self-guidance to succeed, it might be more reasonable to tailor educational experiences to exploit the possibilities of independent study, including the individual life situations in which students find themselves. This focus on independence and personal experience is also characteristic of Edgar Faure's concept of lifelong learning, which encourages learning from informal as well as formal sources, learning guided by learners, and concern with real-world experiences and problems. Some aspects of the lifelong learning model that are not typically included in distance education programs are: (1) using formative assessment of student progress, (2) tailoring learning strategies to individual situations, and (3) using real-world criteria in evaluations. It appears possible and desirable for distance education programs to incorporate sucessfully many more of the characteristics of lifelong learning than has typically been the case, but evidence from the field suggests that strong pressures exist in favor of using conventional educational approaches. (PGD)

ED 265 638 EA 018 127

government's tax base is broader, and its taxes are less regressive than state and local taxes; and (4) certain activities, such as research and information collection and dissemination, are solely national level functions. A series of appendixes provide a fact sheet on the Reagan Administration's proposals to dismantle the Department of Education and a summary of the accomplishments of the department, along with a letter to Congress describing right-wing attacks on the Department of Education, and a list of national associations supporting the Department of Education Coalition. (TE)

ED 265 652 EA 018 148

Annual Report of the State Superintendent of Public Education, 1983-84 and Recommendations to the Legislature of Mississippi, 1985. Volume I.
Mississippi State Dept. of Education, Jackson.
PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Administration; Educational Finance; Elementary Secondary Education; Instruction; Organizational Change; Public Education; School Construction; *State Boards of Education; *State Departments of Education; *State Programs; Statistical Analysis; Transportation; Two Year Colleges; Vocational Education
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Mississippi

An overview of public education in Mississippi during the 1983-84 fiscal year, from the point of view of the state department of education, is presented in this annual report. The report opens with a letter from the state superintendent that reviews major changes in the structure of state educational administration: the appointment of a new nine-member State Board of Education, the board's appointment of a state superintendent of education (an action replacing the previous elective process), and a reorganization of the state Department of Education. The report identifies the nine state board members and lists their recommendations to the 1985 session of the state legislature. The remainder of the report is devoted to reports highlighting significant activities and programs run by the divisions handling administration and finance, Chapter 1 oversight, instruction, junior colleges, school construction and transportation, and

ED 265 666 EA 018 208

Bethke, Eunice
A Guide to Curriculum Planning: Purpose and Procedures. Bulletin No. 6095.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 85
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Controversial Issues (Course Content); *Curriculum Design; *Curriculum Development; Curriculum Evaluation; Curriculum Problems; Educational Discrimination; *Educational Objectives; Educational Philosophy; *Educational Planning; Elementary Secondary Education; Program Evaluation; Program Implementation; *State Curriculum Guides; State Legislation
IDENTIFIERS- Wisconsin; Wisconsin Department of Public Instruction

This guide, the first volume in a 12-part series produced by the Wisconsin Department of Public Instruction, is an overview of the planning process for curriculum development in all subject areas. It explores ways to review, revise, create, and evaluate curricula, along with sample plans and organizational patterns that encourage staff participation. The first section discusses the purposes for developing this and the 11 subsequent subject-area guides. The second section discusses the process of curriculum development, including administrative organization and support for change, the climate for change, and the responsibility for curriculum development. The third section discusses subject-area curriculum development under four headings: planning, content of the subject area guide, implementation, and evaluation. Sample surveys, checklists, philosophies, and goals and objectives are included to serve as starting places for discussion and as models which may be adapted to local needs. The fourth section is a set of 15 appendixes that provide a wide range of resources and guidelines for problematic areas in curriculum development, including time allocation, controversial issues, censorship, educational freedom, media specialists, use of print materials, bias in curricular materials, sexism, ethnocentric materials, career planning material selection, and computers in education. Also included in these appendixes are a list of organizational resources, a checklist for program evaluation, sample writing objectives, and Wisconsin

DESCRIPTORS- College Students; *Deafness; *Learning Processes;
*Memory; *Reading Comprehension; Sign Language

Eighteen deaf college students performed two tasks designed to investigate possible alternative codes of reading and remembering. First, Ss judged the meaningfulness of sentences with or without a concurrent task (intended to interfere with either articulatory or visual-spatial coding). Secondly, Ss remembered a list of six letters presented visually, where lists were composed of letters that were similar phonologically, graphemically, or dactylically. In contrast to hearing Ss, deaf Ss showed no effect of concurrent articulations on sentence plausibility judgments. Surprisingly, a concurrent visual imaging task slowed judgements for both groups about equally. Also, the proportion of "phonological" or "visual" errors in the letter-memory task did not correlate with the degree of articulatory or visual inference in the sentence task for either group. The results do not indicate greater reliance on visual codes during reading by the deaf. (CL)

ED 265 682 EC 181 371

Model Preschool Outreach Project. Annual Report, 1981-1982.
Washington Univ., Seattle. Child Development and Mental Retardation Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 82
NOTE- 54p.
GRANT- G008100872
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Coordination; Demonstration Programs; *Disabilities; *Outreach Programs; Preschool Education
IDENTIFIERS- Final Reports

The report documents progress in 1981-82 toward six objectives of a model preschool outreach center for handicapped children. Activities and accomplishments are discussed for the following six objectives: (1) increase awareness of needs and programs (present at a minimum of 10 state or local meetings); (2) develop, refine, and field test products for dissemination (conduct needs for assessment to determine what new materials are needed by the field); (3) provide training and technical assistance (develop outreach training needs and agreements); (4) coordinate with district's traditional and alternative high schools and delays in instruction caused by the fact that the alternative school was set up as a correspondence program, the West Fargo Community High School is filling a definite need and has been successful. The main problems still facing the school are inadequate funding and continued resistance to placing the alternative and traditional programs on an equal footing. (MN)

ED 265 292 CE 043 094

Community Based Development: Building Self-Reliant Communities. Annual Conference of the Association for Community Based Education (10th, Washington, DC, October 23-26, 1985).

Association for Community Based Education, Washington, DC.

PUB DATE- 15 Dec 85

NOTE- 47p.

AVAILABLE FROM- Association for Community Based Education, 1806 Vernon St., NW, Washington, DC 20009 ($2.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Change Strategies; Citizen Participation; Community Change; Community Colleges; *Community Development; *Community Programs; Community Services; Community Support; Delivery Systems; *Economic Development; Educational Needs; Educational Practices; Leadership; Outreach Programs; Postsecondary Education; Program Effectiveness

This volume contains the texts of the papers and discussions presented at a conference on community-based development. The following materials are included: "Opening Remarks" (John Zippert); "Guest Speaker Remarks" (Colman McCarthy); "Community-Based Development" (Blandina Cardenas Ramirez); "Community-Based Colleges" (panel discussions moderated by Dana Russell and Mattie Cook); "Adult Literacy" (panel discussions moderated by Alice Paris and Azi Ellowitch); "Economic Development" (panel discussions moderated by Gardenia White and John Zippert); "Building Self-Reliant Communities" (plenary session moderated by C. P. Zachariadis); "Fundraising Strategies and Planning" (workshops led by Kathleen Kolhoff); "Racial Scripting and Stereotyping" (workshop led by A. Jack Guillebeaux); "Worker Ownership" (workshop led by Fred Broadwell and Wes Hare); "The Experiences of Program

*Foreign Countries; Political Power; Politics of Education; Postsecondary Education; *Program Administration; *Program Content; Program Effectiveness; Secondary Education; Technical Education; Trend Analysis; *Vocational Education

IDENTIFIERS- *USSR

In the Union of Soviet Socialist Republics (USSR), vocational education is designed to assist in the achievement of political, economic, and social aims. The emphasis that the USSR constitution places on "socially useful work" and its results has been consistently reflected in legislation governing vocational training since 1919. Not only does vocational training have a higher status within central planning institutions than it does in the West, but 50 percent of the elementary-secondary curriculum is devoted to achieving objectives within the affective domain intended to implant appropriate work attitudes in young people. Therefore, vocational education in the country is administered by a strong central organization with a descending system of hierarchies from national to local levels in policymaking, administration, and the regulation of the training system. Several institutes are involved in research on vocational training and methods of providing it. The USSR has 7,626 vocational schools with 3.8 million students being trained in 1,500 different trades, some 2 million skilled and semiskilled workers graduating each year. The system employs 340,000 teachers who receive pre- and inservice training; the directors and senior staff must take refresher courses every 5 years. (Appended to this report are the USSR general and vocational training reforms that were passed in April 1984). (MN)

ED 265 306 CE 043 235

Marsh, D. T.

The Provision of Post-Secondary Education and Vocational Training in the Province of Alberta, Canada. Coombe Lodge Working Paper. Information Bank Number 2034.

Further Education Staff Coll., Blagdon (England).

PUB DATE- Feb 85

NOTE- 36p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Apprenticeships; College Programs; College Role; *Educational Administration; *Educational Legislation; *Educational Philosophy; *Educational Policy; Foreign Countries; Government

Systems; *Distributive Education; Flow Charts; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Manufacturing; *Office Occupations Education; On the Job Training; Postsecondary Education; Recordkeeping; Records (Forms); Storage; Warehouses; *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand and use plant delivery and shipment procedures. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Students are required to deal with orders received from within the plant, understand systems for dealing with rush orders, use the store's system from goods inwards to goods outwards, prepare a flowchart, and plan and conduct a visit around the store. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 321 CE 043 258

The New Employee. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-13-1
PUB DATE- 84
NOTE- 22p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advertising; Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; *Employment Qualifications; Foreign Countries; *Job Application; Job Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); *Staff Orientation;

that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 336 CE 043 273

ITeC Inventory. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-41-7
PUB DATE- 84
NOTE- 19p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Clerical Occupations; Competency Based Education; Core Curriculum; *Facility Inventory; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Office Occupations Education; Office Practice; *Offices (Facilities); On the Job Training; Postsecondary Education; *Recordkeeping; Records (Forms); Supplies; Word Processing; *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students to take an inventory of the hardware, software, and other equipment and materials present in an Information Technology Center (ITeC) and store the inventory in a word processor. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, lists of tasks and core skills, an

ED 265 352 CE 043 292

London, Samuel B.; Cole, Jack
Career Education Program for Exceptional Students: An Implementation Guide.
New Mexico State Univ., Las Cruces.
SPONS. AGENCY- New Mexico State Dept. of Education; Santa Fe. Div. of Vocational Education.
PUB DATE- Aug 85
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Education; *Curriculum Development; Data Collection; *Disabilities; Exceptional Persons; Guidelines; Program Design; Program Development; Program Evaluation; *Program Implementation; Secondary Education; *Special Education; Surveys; Vocational Education

This document provides guidelines for designing, implementing, and evaluating the effectiveness of a district-specific career education program for special education students. Part I lists 10 activities to design, implement, and evaluate a cost-effective career education program. Examples are included of the outcome of each activity. Activities are as follows: establish a career education committee, develop district career education goals, describe the current special education and vocational education programs, conduct an assessment of community and educational resources, develop a career education program, develop career education curriculum topics, receive staff input regarding the program, conduct a workshop to initiate the program, evaluate program effectiveness, and revise the program. Part II contains an example of a district's career education goals, data collection instruments (current special education and vocational education programs; special education's vocational education program and services; vocational services to special education students in vocational education personnel; parent, student, and graduate attitudes about special education program; employing special education students in community businesses; services to special education students by community agencies; program effectiveness feedback form), and examples of a career education program and career education curriculum topics. Appendixes include an architectural checklist, a glossary, and a 20-page bibliography. (YLB)

identifying regions into which trainees will likely go when seeking employment; (2) identifying current employer needs; (3) researching new business and industry; (4) assessing potential student interests, needs, and capabilities; and (5) taking into account general population trends. (Appendixes to the document include a map showing Colorado planning regions, a student flowchart (showing path through vocational program), and a twelve-page list of selected references and resource materials). (KC)

ED 265 367 CE 043 333

Warwood, Byrdeen; And Others

A Research Study to Determine the Effects of Early Keyboard Use upon Student Development in Occupational Keyboarding. Final Report of Research.

Montana State Univ., Bozeman.

SPONS. AGENCY- Montana State Office of the Superintendent of Public Instruction, Helena.

PUB DATE- 30 Sep 85

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Educational Benefits; Elementary Education; *Elementary School Students; Microcomputers; *Outcomes of Education; Pilot Projects; Program Effectiveness; *Skill Development

IDENTIFIERS- *Keyboarding

Before students can use microcomputers effectively, they need keyboarding skills. A project was conducted in Montana to teach keyboarding to fourth-grade children using computer-assisted instruction. Two fourth-grade classes at Hawthorne Elementary School, Bozeman, Montana, participated in an 8-week, 32-session elementary keyboarding pilot program. They were instructed with "Microtype, The Wonderful World of Paws," suitable for grades 3-6, which was selected following a literature search. The students took a pretest and then completed the eight-week course. During the classes, it was found that more than one class period had to be spent on a lesson, especially in the beginning. Children also progressed more rapidly when the keyboards of the Apple microcomputers they were using were covered with paper. Significant progress was reported after the eight-week session, and a posttest showed that all children had made measurable gains in keyboarding

Kelly, Maureen E.
The Personal Interview as a Data Collection Technique.
PUB DATE- Dec 85
NOTE- 15p.; Paper presented at the Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Collection; *Interviews; Postsecondary Education; *Research Methodology; *Vocational Education
IDENTIFIERS- *Focused Interviews

This paper is a personal account of the use of the focused interview technique to collect data on the factors that facilitated and inhibited the research productivity of faculty members in vocational education. A brief literature review is followed by an explanation of how the researcher was urged to abandon her original intention of interviewing a narrow sample of respondents and instead interview the most diverse sample of researchers possible. The paper describes next the procedures followed, problems encountered, and insights gained during the following stages of the study: planning the project to meet specific objectives, selecting and contacting organizations or respondents, constructing the interview guide, conducting the interviews, and recording and analyzing the responses and observations. After reviewing problems and successes while conducting the interviews, the paper concludes that the interview is a useful and workable research method. (MN)

ED 265 382 CE 043 368

Law, Dale A.
Extension Advisers' Perceptions of Their Jobs and Their Need for Additional Training in Relation to Duties and Demographic Characteristics.
PUB DATE- 8 Dec 85
NOTE- 21p.; Paper presented at the Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Education; *Competence; *Educational

ED 265 395 CE 043 409

Gades, Robert E.
Improving Enrollments in Business Teacher Education Programs.
PUB DATE- Dec 85
NOTE- 9p.; Paper presented at the Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; *Business Education Teachers; Educational Research; *Enrollment; Enrollment Rate; *Enrollment Trends; Postsecondary Education; *Preservice Teacher Education; *Student Recruitment

Representatives from 154 National Association for Business Teacher Education institutions responded to a questionnaire designed to elicit responses about the most effective recruiting practices for business teacher education programs. Several questions were included to determine the present status of business education programs and trends in these programs since 1982. Data revealed enrollments are increasing in business teacher education in about 45 percent of responding colleges of business and education. Enrollment trends for administrative office management programs did not look as encouraging. Respondents cited as key ingredients necessary for maintenance and/or growth of a quality business education program the following attributes (in order of decreasing mention): relevant, innovative, complete programs; competent staff; strong recruitment program; modern equipment; administrative support; availability of jobs and better salaries; interaction with public schools; and program reputation and graduate quality. Recruiting techniques respondents listed as successful included letter writing, school visits, student organizations, sponsor activities, student teachers, alumni, newsletters, advisory committees, campus recruiting, and professional activities. (YLB)

ED 265 396 CE 043 410

Heiserman, Russell L.
Microcomputer Troubleshooting Training.
PUB DATE- Dec 85
NOTE- 17p.; Paper presented at the Meeting of the American Vocational

DESCRIPTORS- *Basic Skills; Competence; *Employment Potential; Faculty Development; *Inservice Teacher Education; Laws; Program Improvement; Retraining; *Student Evaluation; *Teacher Evaluation; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Competency Tests

These 10 papers focus on the key to excellence in vocational education in light of teacher assessment and effective assessment systems, challenges to testing students and teachers and the legal implications, basic and employability skills, and the need for vocational teacher technological update strategies. "Introduction and Colloquium Purpose" (Rupert Evans) offers a brief introduction to the above concerns. "Assessing the Professional Performance of Teachers: Promising Principles and Practices" (Glen Fardig) considers what should be assessed, the skills of effective vocational teaching, and what needs to be accomplished. "The Law and Testing of Students and Teachers" (August W. Steinhilber) addresses the legality of testing. "Basic Skills--Integration of Mathematics and Science into the Teaching of Vocational Education" (Donald Maley) considers the reasons and opportunities for this integration, including the process, systems, and construction approaches. "Basic Skills into the Teaching of Vocational Education" (Dewey Allen Adams) offers a broader range of "basics," discusses how a broader focus enhances vocational education, and suggests implications for the preparation and inservice education of vocational teaching personnel. "Employability Skills--Basics for Employment: 'Keeping the Job'" (Lee W. Stewart) discusses the basics that are considered by industry to be a condition for graduation and includes a lengthy description of the Virginia Peninsula Vocational Training Council. "Drive for Show--Putt for Dough: Teaching Employability Skills in Occupational Education" (Richard D. Jones) focuses on the importance of employability skills. "A Strategy for Vocational Teacher Technological Update" (James B. Hamilton) discusses the need for such a strategy and characteristics essential to it. "Technological Update--Who's Responsible?" (Gary Bunch) considers obstacles and solutions. "Summarization" (Rupert Evans) highlights these themes: the basics, technical updating, Individualized Educational Plan for teachers, and program improvement. (YLB)

ED 265 411 CE 043 454

Bennett, William J.
Address by the United States Secretary of Education to the Annual

section. Advice on getting off to a good start with support groups, stories of successful groups, and the use of para-professionals are included in the second section. Special interest groups including Parents Anonymous, mothers' support groups, and single parent groups are also discussed. Many articles include bibliographies. An appendix gives national and state resources for program development in child abuse/neglect prevention. (ABL)

ED 265 423 CG 018 745

Aubrey, Roger F.
Counseling at the Crossroads: Obstacles, Opportunities, and Options.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 36p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adolescents; Change; Children; *Counseling Effectiveness; Counseling Services; Counselor Attitudes; *Counselor Role; *Counselor Training; Elementary Secondary Education; Long Range Planning; *School Counseling; *School Counselors

Many factors, including changes in the family, drug abuse, high technology, crime, population shifts, and television are changing schools. These forces have already had an impact on the counselor's job or will have an impact in the future. Counselors should be prepared for these social changes and manage them better than their predecessors in the 1960's did. An inadequate response will maintain the status quo. Appropriate responses include: (1) identifying problems facing young people and informing the public; (2) outreach to the community; (3) greater research and evaluation; (4) creating super-counselors who perform more tasks than counselors in the past; and (5) viewing counselors as educators also. School counselors should engage in skill building activities. Professional organizations should give assistance to counselors. University programs should offer a fine education and recognize continue to do so with increasing percentages of older Americans; (4) subgroups of the elderly including the sick, very old, minorities, and widows still suffer high poverty rates; and (5) reassessment of the Social Security, Medicare, Medicaid and Older Americans Act programs will occur in 1985. The main text of the document is divided into five parts. Part I, Retirement Income, includes chapters on Social Security, employee pensions, taxes and savings, and employment. Part II, Low-Income Assistance Programs, contains chapters on supplemental security income and food stamps. Chapters in Part III, Health, deal with health care and long-term care. Chapters in Part IV, Housing, examine housing programs and energy assistance and weatherization. Part V, Social Services, contains chapters on the Older Americans Act; social, community, and legal services; personal safety and consumer issues; and civil liberties. These sections include discussions, statistics, tables, and graphs. A section of supplemental materials includes a list of 1984 hearings and witnesses, a list of committee prints and reports printed by the committee in 1984, names of committee staff members, and a publications list. The entire report is indexed. (ABL)

ED 265 437 CG 018 761

Imhoff, Robert; Royster, Sharon
Suicide Management Plan--Post Suicide Response.
PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (Portland, OR, March 31-April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Planning; *College Role; *College Students; *Crisis Intervention; Higher Education; Staff Development; *Staff Role; *Student Personnel Services; Student Welfare; *Suicide

This document contains a suicide management plan developed specifically for colleges. The suicide management plan described includes pre-planning, immediate response to the event, press releases, college staff jobs, college responses (such as memorials or scholarships), interaction with the family, and staff counseling. The plan is presented as a form, with spaces for the views on religion and drugs expressed by the younger and older cohorts as opposed to the middle-aged cohorts. The results suggest that environmental factors and generational differences are more important than aging in the formulation of adults' views of death. (ABL)

ED 265 450 CG 018 774

Burr, Helen Turner
Clinical Aspects of Assessment and Intervention with Resistant Clients.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Scientific Meeting of the Geronotological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); *Client Characteristics (Human Services); *Counseling Objectives; Counselor Attitudes; *Counselor Client Relationship; *High Risk Persons; *Intervention; *Older Adults; Social Workers; Trust (Psychology)
IDENTIFIERS- Protective Services; *Resistance (Psychology)

Elderly clients resistant to help present an ethical dilemma for professionals. This dilemma may climax when assumption of authority over the client for his safety is necessary. Social workers need to work for decisions closest to the wishes of the client. The at-risk client should be informed about changes that will occur and how these changes will help him in order to reconcile the client to these changes. A client may resist assistance because he feels it is interference and signifies the loss of his integrity as a person. The client may defend himself against protective help by opposing changes in his environment, minimizing his problems, blaming outside causes for his discomfort, and manipulating another person to supply his needs. The objective for a social worker is to reconcile his and his client's goals. This can be facilitated by an empathetic relationship and by the social worker's acceptance of the client's choice of alternatives. If the client's cognitive abilities do not support this, a trusting therapeutic relationship must be substituted. Skill and patience with the resistant client are of utmost importance. (ABL) responses regarding their perceptions of extent of teacher use of selected methods; (5) teacher attitudes toward the development of positive student self-esteem as a classroom objective; and (6) teacher perceptions of the usefulness of selected teaching methods in the development of positive student self-esteem. A summary, conclusions, and recommendations are given. Appendices contain two interim reports and the questionnaires used in the evaluation. Numerous data tables are included. (ABL)

ED 265 464 CG 018 788

Peters, Lori J.
Suicide: Theory, Identification, and Counseling Strategies. Searchlight Plus: Relevant Resources in High Interest Areas.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 162p.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Children; *Counseling Services; Older Adults; *Prevention; *Suicide; Theories

This document is an information analysis paper based on a computer search of the Educational Resources Information Center (ERIC) database from 1966 to the present and on pertinent outside resources on the topic of suicide. The paper reviews, analyzes, and interprets the literature on suicide and points out the implications of the information for human services professionals. Part 1 of this paper presents a brief history of suicide theories, reviews selected literature on the subject, and describes some of the factors which researchers have linked to suicide. Part 2 focuses on various aspects of suicide unique to special populations, including the elderly, children, adolescents, women, and blacks. Part 3 describes counseling programs designed for prevention, intervention, and postvention, including individual and group counseling for suicide attempters and survivors, and

ED 265 478 CG 018 802

Gottfredson, Gary D.
Holland's Theory and Person-Environment Interactions.
PUB DATE- 24 Aug 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Congruence (Psychology); *Environmental Influences; Interaction; *Personality Traits; Proximity; *Punishment; *Rewards; *Work Environment
IDENTIFIERS- *Holland (John L)

Holland's original environmental formulations proposed that an environment's influence was transmitted through its inhabitants: environments could be classified by the predominant personality type of their inhabitants. But the approach to environmental assessment that relies on a census of inhabitants is only one approach, job analysis is another. The principal prediction that Holland's theory makes about person-environment interactions is that beneficial outcomes follow from congruency between the person and the environment. Congruence leads to stability and incongruence leads to change. Several empirical studies have been conducted which provide evidence on Holland's predictions about person-environment interactions. Although it is expected that some environments exert more influence than others, no satisfactory explanations of the sources of such differences are available. Holland has suggested assessing the consistency, differentiation, and identity of the environment. An alternative set of speculations about the determinants of environmental influence makes use of the notion of proximity. The proximity of an environment refers to the probability that it will reward or punish behaviors. A proximate environment is one in which rewards for behaviors congruent with the environment or punishments for incongruent behavior occur with high probability. The use of the notion of proximity helps to make sense of some disparate results in tests of the congruence hypotheses. (NRB)

ED 265 479 CG 018 803

directly or indirectly related to reading, writing, speaking, and listening; and (3) learning to read is an active process. An eight-page reference list is appended. (HOD)

ED 265 493 CS 008 251

Reeve, Robert A.
Effect of Task Purpose on the Study Behaviors and Recall of Young Children. Technical Report No. 346.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 38p.
CONTRACT- 400-81-0030
GRANT- HD0591; HD06964; HD15808
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; Educational Research; *Learning Processes; Learning Strategies; *Memorization; Memory; Mnemonics; Primary Education; *Recall (Psychology); Retention (Psychology); *Study Skills; *Young Children

Two experiments were conducted to determine whether children remembered information more efficiently if they were provided with an explicit purpose for learning. In the first experiment, 96 5-year-old children watched a simple science demonstration and were told either to remember the names of the depicted items from pictures for a memory test (rote memory group), to learn the names of the items because they were needed for a second science demonstration (embedded memory group), or to tell the experimenter whether they thought they had seen the pictures anywhere before (incidental memory group). Except for the incidental memory group, all subjects were told that their recall would be tested immediately or after a one-hour delay. Results indicated that children in the embedded group employed mnemonic strategies (rehearsal, elaboration) more frequently and studied longer than children in other groups, but only children tested immediately recalled more. The second experiment, using the same set of materials and procedures with 65 5-year-old children from the same population source, investigated whether omitting mention of the assessing the reading process. The first section contains essays on learning contexts that are interactive and participatory, while essays in the second part deal with reading instruction itself. The third part deals with personal and cultural variations in language and reading development. The essays in the fourth part discuss sociolinguistic and ethnographic approaches to assessing reading instruction, and teachers as reading researchers. The essays and their authors are as follows: (1) "Communicating in Classrooms: Research on Reading Groups" (Louise Cherry Wilkinson); (2) "Classroom Contexts for Learning" (Rita S. Brause); (3) "Decision Making in School and Classroom Contexts" (Anthony N. Baratta); (4) "Toward a Composing Model of Reading" (Robert J. Tierney and P. David Pearson); (5) "Writing, Reading, and Learning" (Bryant Fillion); (6) "The Curriculum as Language" (Carolyn N. Hedley); (7) "Achieving Cognitive Synthesis of Separate Language Skills: Implications for Improving Literacy" (Roy O. Freedle); (8) "Reading and Writing with Computers" (Brian D. Monahan); (9) "Reading and the Special Learner: Variations in Language and Reading Development" (Rosa A. Hagin); (10) "The ESL Reading Class: Reality or Unreality" (Carlos A. Yorio); (11) "Looking at Reading Instruction: Sociolinguistic and Ethnographic Approaches" (David Bloome and Judith Green); and (12) "Teachers as Reading Researchers" (Donald R. Gallo). (HTH)

ED 265 507 CS 008 278

Cochran-Smith, Marilyn
The Making of a Reader. Language and Learning for Human Service Professions Monograph Series.
REPORT NO.- ISBN-0-89391-187-9
PUB DATE- 84
NOTE- 277p.
AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648 ($29.50 hardcover--ISBN-0-89391-187-9; $19.95 paperback--ISBN-0-89391-219-0).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Beginning Reading; Models; Nursery Schools; Parent Child Relationship; Preschool Education; Reader Response; Reading Aloud to Others; Reading Instruction; *Reading Readiness; *Reading Research; Socialization; *Story Reading
IDENTIFIERS- *Print Awareness

students' attention and are as effective as student markings. However, experimenter markings place different demands on the reader, greatly reducing the number of his or her decisions as to what is or is not important, thus making the reading task easier. (FL)

ED 265 521 CS 008 298

All Our Kids Can Learn to Read: Guide to Parent and Citizen Action, Chicago SCHOOLWATCH.
Designs for Change, Chicago, Ill.
PUB DATE- 85
NOTE- 178p.
AVAILABLE FROM- Designs for Change, 220 South State St., Suite 1616, Chicago, IL 60604 ($3.50, including postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Involvement; *Educational Improvement; *Evaluation Criteria; *Parent Participation; Reading Achievement; *Reading Improvement; *Reading Instruction; Reading Skills; *School Community Programs; School Organization; Test Interpretation
IDENTIFIERS- Illinois (Chicago); Schoolwatch IL

Intended for parents and all citizens concerned about improving Chicago's 592 public schools, this handbook explains how important reading is to a decent education and future employment. Chapter one describes the school improvement campaign called "Schoolwatch," the problems in the Chicago public schools, and the components of effective schools. Chapter two analyzes what it means to know how to read; it explains how reading is tested and evaluated in the Chicago public schools and what the scores mean. It also shows how to look at reading scores for the school system as a whole, for one's own school, and for a child. Chapter three describes in depth the ten ingredients that researchers have identified as crucial for an effective school. For each one, a "report card" gives parents specific things to look for to help them decide whether their school measures up and where there is room for improvement. Chapter four describes how decisions made "downtown" affect the way that children learn (or do not learn) to read in Chicago, and tells what changes are needed so that the school system's huge bureaucracy serves the local school. Finally, chapter five tells exactly how parents, business people, community groups, and journalists can opportunities for high school students; (3) developing a literacy agenda on state competency standards; (4) developing trained paid and volunteer tutors; (5) expanding existing literacy services; (6) attending to the social service needs of youth and adults receiving literacy training; (7) reallocating existing resources and developing new sources of support from the private sector; and (8) making suggestions involving the support of literacy to elected officials, business and social organizations, and schools and individuals. Sources for combatting illiteracy--including programs, organizations, and published materials--are included in the appendixes. (EL)

ED 265 535 CS 209 420

Laurence, Dan H.
Shaw, Books, and Libraries. Bibliographical Monograph Series No. 9.
Texas Univ., Austin.
REPORT NO.- ISBN-0-87959-022-X
PUB DATE- 76
NOTE- 29p.; Slightly revised and abridged text of a lecture presented February 21, 1974, University of Texas, Austin.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authors; Libraries; Literature; Printing; Reading Habits
IDENTIFIERS- *British Museum; *Shaw (George Bernard)

The British Museum Library and Reading Room played a significant role in George Bernard Shaw's literary life. Having already read every book that had come his way, Shaw first gravitated toward the reading room in 1880, where he began work on his second novel and drafted most of his three remaining novels. His literary, artistic and musical background led him to conclude that, although he lacked academic qualifications, he was better educated than most university scholars. This education however, often led him to unorthodox, even startling, conclusions about the relevance of literature, including his recommendation of "Lady Chatterly's Lover" as requisite reading for young girls. He also claimed to know the aesthetic value of books as works of art, noting that finely printed books were as scarce as well written ones, and leading him to scrupulous involvement in the typesetting of his own

ED 265 550 CS 209 524

Reigstad, Thomas J., Ed.
Ethnography and the English Classroom.
New York State English Council.
PUB DATE- 83
NOTE- 36p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 15977, $4.50 member, $5.00 nonmember).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Educational Research; *Ethnography; Naturalistic Observation; *Research Methodology; Sociocultural Patterns; Socioeconomic Influences; Student Research; Teacher Student Relationship; *Writing Instruction; *Writing Processes
IDENTIFIERS- Teacher Researchers

Articles and essays in this journal issue focus on explaining ethnographic (observation taking into account socioeconomic and cultural factors) research procedures and showing how this methodology can be applied to English classes and reported in ways useful to teachers. The first article, by Paul Diesing, provides background on ethnography. The second article, by Miles Myers, shows how the ethnographic mode of inquiry can be used in English classrooms to describe daily teaching routines, while Sondra Perl's article next after this cites connections between the ethnographic process and the composing process. In the fourth and fifth articles, Rita Pollard shows how ethnographic research gives insight into composing habits of grade school writers, and Cheryl Amand explores the ties between the classroom context and the whole school-community environments. The sixth article, by H. William Burns, discusses how teachers and students can be ethnographers. The last two articles, by Marie Wilson Nelson and Robbie W. Strickland, explore how ethnography can teach researchers about roles in teacher-student interaction. A book review by Rita Pollard completes the issue. (HTH)

ED 265 551 CS 209 526

highest award in a second evaluation are also listed. Each entry includes the school address, student editor(s), faculty advisor, and cost of the magazine. (HTH)

ED 265 563 CS 209 543

Haas, Christina; Hayes, John R.
Pen and Paper vs. the Machine: Writers Composing in Hard Copy and Computer Conditions. CDC Technical Report No. 16.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
REPORT NO.- CDC-TR-16
PUB DATE- Feb 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Higher Education; *Microcomputers; Research Methodology; *Word Processing; *Writing (Composition); Writing Evaluation; Writing Improvement; *Writing Research
IDENTIFIERS- Carnegie Mellon University PA; IBM Personal Computer

A study was conducted to replicate partially John Gould's study using more advanced machines and editors, and to test several of Colette Daiute's hypotheses about writing with the computer. Gould's study indicated that expert writers using text editors required 50% more time to compose on text editors than on hard copy, and the extra time did not improve the writing. Colette Daiute hypothesizes that the computer's speed and ease in editing will help writers to produce more text, that the blinking cursor will stimulate an audience and prompt the writer to consider the reader's needs and to keep writing, and that the machine's speed and ease of editing help to destroy writing blocks. The 15 subjects--faculty, administrators, and system designers from Carnegie-Mellon University--were experienced writers, and had several years of computer experience. Each wrote one letter on each of four topics, in a hard copy condition and three computer conditions. In two of the computer conditions, writers used "Andrew," an advanced computing system and related software being developed at the Information Technology Center as a joint venture of Carnegie-Mellon University and IBM, while the third used the IBM PC and the text editor MINCE. Three quantitative measures were collected and analyzed: time to compose the letter, total words produced, and words produced per minute. The results indicated that

current enrollment statistics, degrees offered, admission requirements, tuition and fee charges, availability of financial aid, areas of graduate concentration, application closing dates, and special features. A table of summary data, a statement of ethics, and indexes to institutions offering masters and doctorate degrees are included. (EL)

ED 265 578 CS 505 148

Copeland, Gary A.
Differences in Perception and Appreciation of "Goodbye, Farewell, and Amen" as a Function of Viewing Context.
PUB DATE- Mar 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (75th, Philadelphia, PA, March 8-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; *Programing (Broadcast); Public Opinion; *Television Research; Television Surveys; *Television Viewing
IDENTIFIERS- *Audience Response; *MASH (Television Program)

A study examined the impact of viewing context on the evaluation of televised content, specifically whether viewers of the final episode of M*A*S*H who watched it at a party evaluated it differently from those who watched it in their usual manner. A group of 181 students, categorized according to the viewing context, were asked to rate program quality, program mood, and program pace, as well as how many times a week (out of a possible 7) they normally watched a M*A*S*H program. The results indicated that the quality of a program seems to be based more on the content of the program and less on the environment in which it is viewed than at first thought. In the area of program quality and mood, context plays no significant part, but program pace seems to be sensitive to the context in which the program is viewed and the frequency with which it is viewed. (Tables of findings are included.) (EL)

DESCRIPTORS- *Course Content; Course Organization; Curriculum Development; Enrollment; Film Production; Higher Education; Mass Media; *Production Techniques; Radio; *School Surveys; *Speech Communication; Student Projects; Teaching Methods; Television

To gather input for the development of a two semester basic production course in radio, television, film, and media writing, a survey was sent to 278 college speech departments. Ninety departments responded. The first question dealt with the format for the course. The answers were so varied that the responses were combined into those that covered one, two, three, and four or more terms. One-term courses took many forms. The majority of the two-term courses took the form of one term of radio or audio and one term of television or video. Of the three-term sequences, most offered one term each of radio, television, and film. Responses to other questions showed that (1) most production courses incorporated as much or more lab instruction as lecture instruction, (2) on most campuses the low enrollment class is the norm, (3) 76% of the respondents incorporated no team teaching methods, (4) "Audio in Media" and "Television Production Handbook" were the clear radio and television text favorites, and (5) major projects included simple mix, 30-second spots, 2-minute news, commercials, silent image, visual essay, and interviews. These responses led to the development of a 2-semester, 10-hour sequence production course offered at Northern Illinois University for the first time in the fall of 1986. Each five credit course will incorporate five hours of lecture and six hours of lab weekly. (HOD)

ED 265 594 CS 505 178

Lanigan, Richard L.
Can An American Do Semiotic Phenomenology?
PUB DATE- May 85
NOTE- 19p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; Cybernetics; Linguistic Theory; *Models; *Phenomenology; *Semiotics; *Speech Communication
IDENTIFIERS- *Communicology

ED 265 609 CS 505 197

Foley, Diane B.
Improvement in Grades and Dropout Rates of Apprehensive College Students Who Voluntarily Videotaped Their Speeches.
PUB DATE- 20 Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Montana Academy of Sciences (45th, Butte, MT, April 20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Basic Skills; *Communication Apprehension; *Communication Research; Comparative Analysis; *Drop Out Rate; *Grade Point Average; Higher Education; *Speech Communication; Student Attitudes; *Videotape Recordings

A study examined the effect on grades and dropout rates of students' videotaping their first speech in a basic speech course. Subjects, 224 students at a northwest college, were tested for communication and for speech apprehension using McCroskey's Personal Report of Communication Apprehension. All students were offered an opportunity to videotape and critique their first speech from two semesters. Statistical tests showed a marked increase in grade point average (GPA) for the group of students that videotaped over the group of students who did not: the average GPA of apprehensive videotapers is significantly higher than that of apprehensive non-videotapers. However, because the samples are not random, this increase cannot be attributed to the videotaping. The results also indicated that no apprehensive students who videotaped their speeches withdrew from class, compared to 22 apprehensive non-videotapers who did withdraw. (HTH)

ED 265 610 CS 505 199

Comadena, Mark E.
Communication Apprehension and Academic Achievement among Elementary

The trend toward contract negotiation between administrators and school boards was Denny Westover's topic. Orville Ause covered evaluation of school personnel using an evaluation by objectives framework. Don Casida and Gene Perry reviewed the Planning Programming Budgeting System concept. Barbara Krohn described school public relations, noting the personnel involved, the audiences addressed, and some practical approaches to relations with the community. (PGD)

ED 265 624 EA 018 108

Sealey, Robert D.
Declining Enrollments.
Oregon School Study Council, Eugene.
PUB DATE- Sep 76
NOTE- 35p.; Paper presented at the Annual Conference of the American Association of School Administrators (Dallas, TX, 1975).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Community Involvement; *Declining Enrollment; *Educational Facilities Planning; Educational Finance; Educational Planning; Elementary Secondary Education; Enrollment Trends; Reduction in Force; School Closing; School Districts; School Space; Space Utilization
IDENTIFIERS- *Highline School District WA

Declining enrollment forces school districts to cope with many new problems, but also opens the door to new opportunities. A review of the implications of enrollment decline provides deeper understanding of both the problems and the opportunities. Among the major concerns are the disruptions caused by school closures, the new emphases required in planning, increases in financial pressures as income falls while costs remain high, and reductions in teacher morale as reductions in force occur. The major benefits are to be found in the freeing up of space in previously crowded facilities and the opportunities created for schools to try new programs, including those that reach out to the community. Districts must focus carefully on understanding national and local population trends, finding uses for empty classrooms, and involving the community in decision-making (particularly through participation on task forces). The experience of the Highline School District in

Knapper, Christopher; And Others
Instructional Development for Distance Education.
PUB DATE- Aug 85
NOTE- 6p.; Paper presented at the World Conference of the International Council for Distance Education (13th, Melbourne, Australia, August 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Distance Education; Educational Quality; Foreign Countries; Higher Education; *Instructional Development; Nontraditional Education; Student College Relationship; Student Needs
IDENTIFIERS- Canada; *University of Waterloo (Ontario)

Students taking university-level courses through distance education have special needs, primarily because of their isolation from immediate contacts with instructors and special facilities. Developing instructional methods to meet these needs is important if the quality of distance education is to be high. Schools established solely to provide distance education, such as Britain's Open University or Canada's Athabasca University, are committed to instructional development and the adequate training of instructors. But schools that provide a conventional, campus-based program and a distance program too often treat the distance program as merely an inferior version of the traditional program and give only token recognition to the special needs of the students. The University of Waterloo in Ontario offers distance education to 6,000 of its 25,000 students and has a small office of instructional development. This office has worked with other campus offices and departments on several projects, including conducting a major research study of program students, organizing workshops for both students and teachers, developing study skills materials for students, and consulting on preparation of an instrument for evaluating distance education. Still incomplete but in process is an effort to improve course design for distance education. (PGD)

ED 265 639 EA 018 128

Lumsden, Bruce; And Others
Technology and Distance Education.
PUB DATE- Aug 85

vocational and technical education. Charts and tables displaying education's share of state expenditures, trends in Scholastic Aptitude Test scores and primary grade enrollment, and current levels of teacher employment and salaries conclude the document. (PGD)

ED 265 653 EA 018 149

Wright, Douglas; Moles, Ollie
Legal Issues in Educational Order: Principals' Perceptions of School Discipline Policies and Practices.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Discipline; *Discipline Policy; Due Process; *Federal Regulation; National Surveys; Principals; School Policy; Secondary Education
IDENTIFIERS- School Discipline Policies Practices Study (NCES)

A preliminary review of early responses to a questionnaire sent to secondary school principals across the United States revealed that most administrators felt more rigorous due process procedures should be followed in discipline cases than those required by federal regulations and school policies. The principals also tended to believe that corporal punishment should be permitted under certain circumstances and that both inadequate teacher training concerning discipline and a lack of adequate alternative programs for students were the major factors limiting schools' abilities to maintain order. The 120 completed questionnaires from which these findings came were the first returns from the National Center for Education Statistics' study of School Discipline Policies and Practices. A random sample of 900 public schools housing secondary grades was selected to participate in the survey. The survey questions focus on the procedures required before short-term suspensions, the training given teachers, the use of corporal punishment, perceived obstacles to achieving discipline, practices implemented to improve discipline, and the current extent of discipline problems. Particular attention was paid to the impact of federal court decisions on school discipline policy and to the

statutes that affect curriculum. (TE)

ED 265 667 EA 018 209

Nasstrom, Roy R.; And Others
Non-Faculty Coaches in Small High Schools.
PUB DATE- 15 Aug 85
NOTE- 27p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (Starkville, MS, August 11-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Athletic Coaches; Athletics; Elementary Secondary Education; *Nonprofessional Personnel; *Personnel Policy; *Personnel Selection; Physical Education Teachers; Questionnaires; School Personnel; *Staff Utilization
IDENTIFIERS- Wisconsin

An investigation has been made of the cause, extent, and administrative effect of the use of non-faculty athletic coaches--individuals not employed as professional staff members in the districts in which they coach--in small (fewer than 360 students) public high schools in Wisconsin during the 1983-1984 school year. The hiring of these people may be attributed primarily to the unwillingness of certified staff members to coach because of dissatisfaction with various aspects of the job, especially the time required, the relatively low compensation, and the attitude of students. The use of non-faculty coaches has increased more than 400 percent between 1977-1978 and 1983-1984. Seventy percent of small high schools in Wisconsin employ them. Administrators have expressed general satisfaction with the performance of non-faculty coaches, believing their employment necessary for the existence of adequate athletic programs. The chief problems arising from the use of these coaches lie in the area of effective supervision of students and the need to relate athletics to the overall school program. (Author/TE)

institutions of higher education for workshops and conferences (attend workshops and conferences to share information); (5) provide assistance to state education agencies and other agencies (work with key state level agencies); (6) work through established networks in an interdisciplinary approach (design and implement interagency agreements, monitor all interagency service delivery). Descriptions of five adoption programs are provided. Two appendixes include letters of support and results of materials and training needs surveys. (CL)

ED 265 683 EC 181 372

Clarke, S. C. T.; Nyberg, V. R.
Identifying the Gifted and Providing for Their Education: An Evaluation of School Based Procedures in the Edmonton Catholic School System. Part II: An Evaluation of the Honors Program in Archbishop MacDonald High School.
Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Jun 85
NOTE- 103p.; For Part I, see ED 259 518.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; *High Schools; *Honors Curriculum; Program Evaluation

The report presents findings from an evaluation of an academic high school in Edmonton, Alberta. Following Stake's Responsive Model, the various stakeholder groups (such as trustees, administrators, staff and students) were identified and interviewed or given questionnaires. Observations are presented in terms of four topic areas: (1) characteristics of the school, (2) description of the honors program, (3) stakeholder views and intents, and (4) scores on attitude measures. A Section on concerns and problems raises issues regarding philosophical and operational considerations. Among findings discussed are that the special program was being delivered largely as planned and was serving an identifiable group of students who were happy with the program. Recommendations include continuation of the program, study of the selection procedures, establishment of uniform definitions for honors courses, and more direct involvement in the program by central office staff. (CL)

Participants" (workshop moderated by Michael Fox); "Leadership Training" (workshop led by Irma Castro); "Colleges: Financial Stabilization" (workshop led by Andrew Jones and Carlos Plazas); and "Information Systems: Management and Applications" (workshop led by Sheryl Harris and Ellen Tichenor). Notes on a final discussion on economic development; credits for exhibits, audiovisual presentations, and entertainment; and a series of conclusions are also included. (MN)

ED 265 293 CE 043 103

MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. User's Guide and Reference Manual. Version 3.1. Apple II.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- 85
NOTE- 175p.; For a related document, see CE 043 104; for earlier versions, see ED 240 354-355.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455 (311A-$9.75).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Oriented Programs; *Databases; Data Processing; *Enrollment; Microcomputers; Postsecondary Education; Recordkeeping; Records (Forms); Reports; School Districts; Secondary Education; *Student Records; *Vocational Education
IDENTIFIERS- Apple II; *Microcomputer Vocational Education Reporting Sys; Vocational Education Data System

This manual is intended to accompany a software system for the Apple II microcomputer that is designed to aid local districts in completing vocational education enrollment claims and Vocational Education Data System (VEDS) reports. Part I, Introduction, gives a brief overview of the Microcomputer Vocational Education Reporting System (MICRO-VERS), makes some suggestions regarding time schedules, and describes the reports that the system will help to prepare. Part II, System Requirements, is a description of the hardware that is required to operate the microcomputer under MICRO-VERS version 3.1. Some suggested sources for course and student data are also presented. Part III, Operator's Handbook,

Role; Job Training; *Postsecondary Education; School Role; Student Financial Aid; Technical Education; *Vocational Education

IDENTIFIERS- *Alberta

This paper, written as the result of a two-month study visit to Alberta during May and June, 1984, attempts to describe the broad provision for education and vocational training in the postsecondary system. The paper is organized in five sections. It begins with an overview of the educational system of Canada as a whole, including the role of the federal government and a description of education on all levels from elementary through postsecondary. The second section of the paper describes the administration of postsecondary institutions in Alberta and the legislative framework for education, while the third section describes the educational institutions established in the Province. (These institutions include universities, affiliated and non-affiliated independent colleges, technical institutes, public colleges, vocational centers, community vocational centers, community vocational consortia, and private vocational schools.) Apprenticeship and training programs are the subject of the fourth section, while the final section focuses on a discussion of issues surrounding education in Alberta. Appendixes to the report describe student funding sources. (KC)

ED 265 307 CE 043 237

Kedney, R. J.

Liverpool Education Authority Further Education Management Audit Studies: 1984-85. Student Enrolments: Forecasting Trends. Coombe Lodge Working Paper. Information Bank Number 2037.

Further Education Staff Coll., Blagdon (England).

PUB DATE- Jan 85

NOTE- 30p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Education; Adult Students; Case Studies; Demography; *Educational Needs; Educational Planning; Educational Policy; *Enrollment Influences; *Enrollment Projections; *Enrollment Trends; Foreign Countries; Needs Assessment; Policy Formation; Postsecondary Education; Student Characteristics; *Student Recruitment; Trend Analysis

IDENTIFIERS- *England (Liverpool)

A study examined trends in enrollment in further education (FE) in

*Vocational Adjustment; *Work Experience Programs; Writing Skills
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects help students find out how companies advertise job vacancies, determine the criteria of well-written job application forms, write a leaflet explaining how to complete job applications, and plan an induction program for trainees. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 322 CE 043 259

A Study of Calvings. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-14-X
PUB DATE- 84
NOTE- 20p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animal Husbandry; Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; Dairy Farmers; Farm Occupations; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Livestock; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- Cows; England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students learn about what happens during calving season, and also about observing, recording, and presenting information. The guide is one in a series

action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

ED 265 337 CE 043 274

The Manufacturing Process. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-42-5
PUB DATE- 84
NOTE- 26p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Manufacturing; *Manufacturing Industry; On the Job Training; Postsecondary Education; Records (Forms); *Trade and Industrial Education; *Work Experience Programs
IDENTIFIERS- England; *Moldmaking

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students to follow the manufacturing process of a component from the first operation to final inspection. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

ED 265 353 CE 043 293

Lakes, Richard D.
Historical Inquiry in Vocational Education.

PUB DATE- 8 Dec 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational History; *Educational Philosophy; Educational Policy; Educational Practices; *Educational Researchers; Educational Theories; Foundations of Education; *Historiography; Postsecondary Education; Research Methodology; Research Projects; Secondary Education; Social Science Research; *Vocational Education

Few dissertations on vocational educational history are being written by graduate students. Reasons for this paucity of research include: (1) few opportunities exist for employment in the foundations of education field; and (2) few mentorships are availabile for those with training in both historical methods and vocational education fields. The history of vocational education has had various trends. Early 20th-century educators propagated the myth of a universal mandate for public schools. These historians tended to ignore the social and class struggles that were a part of early public education and are essential to an understanding of it. Some early educators recognized public schooling as a ladder for social mobility. The post-World War II educational historians broadened the scope of educational history. They often fell into the class of reform liberalism. Later, revisionist historians sought a different set of motives for early school reformers. They believed that vocational education was shaped by the model of efficiency advocated by industry, and that education was made to be "efficient." Vocational education was seen as keeping the lower classes in their place. Vocational education history has been largely hortatory in approach, seeking to advance its own cause. Instead of a top-down approach, however, a bottom-up approach is needed, and is being provided today by a few scholars who are doing case studies, looking at limited areas, and trying to discover what vocational education has done for former students, rather than what educators have said vocational education should do. More of this

skills. However, another posttest administered six weeks after the keyboarding class had finished showed that most of the gains were not maintained. The study concluded that it is feasible to teach keyboarding skills to elementary students and they can learn well, but that they need continuous practice to maintain the newly learned skills. (KC)

ED 265 368 CE 043 340

The Use of Hand Tools in Agricultural Mechanics.

Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.

SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.

PUB DATE- Jul 85

NOTE- 131p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; Behavioral Objectives; *Classroom Techniques; Course Content; Course Organization; Equipment; *Hand Tools; Learning Activities; Lesson Plans; Safety; Secondary Education; *Teaching Methods; Transparencies; Units of Study; Vocational Education

IDENTIFIERS- Montana

This document contains a unit for teaching the use of hand tools in agricultural mechanics in Montana. It consists of an outline of the unit and seven lesson plans. The unit outline contains the following components: situation, aims and goals, list of lessons, student activities, teacher activities, special equipment needed, and references. The seven lessons cover these topics: hand tools; hacksaws, files, and whetstones; power grinding; sharpening plane irons and wood chisels, knives, axes and hatchets, metal chisels, punches, twist drills, auger bits, and tin snips and scissors; distinguishing between crosscut saws and rip saws; taking care of hand tools; and using a chain saw safely. Each lesson contains some or all of the following parts: estimated time, why the lesson is needed, objectives, interest approach, presentation, tryout experience, follow-up, equipment needed, references, information sheets, and transparency masters or handouts. (KC)

Attitudes; *Educational Needs; *Extension Agents; Extension Education; *Inservice Education; *Job Performance; Needs Assessment; Postsecondary Education; Program Improvement
IDENTIFIERS- Illinois

A needs assessment was conducted to determine how county cooperative extension advisors in Illinois perceive their duties and what they consider their needs for inservice education. Questionnaires identifying 14 competencies needed by cooperative extension agents were sent to county extension advisors; the 298 that were returned constituted the study sample. Data gathered from these surveys were analyzed using canonical discriminant analysis. The survey found that about 60 percent of respondents had been employed 10 years or less and 29 percent were employed 3 years or less, that one-half were less than 35 years old, that they possessed a great variety of undergraduate degrees, and that they had a strong interest in lifelong learning. A large majority of advisors considered the 14 job duties to be a part of their work responsibility and requested specific inservice programs on these duties. The study also found that inservice education was the primary source of current competence to perform all duties, with undergraduate programs the second most important source. A majority of advisors believed that a new employee should already be able to perform 11 of the 14 duties at the time of original employment. Evaluating program effectiveness was the duty about which advisors considered themselves least competent and most in need of inservice education. The report recommends that the results be used to improve inservice education programs for cooperative extension agents. (KC)

ED 265 383 CE 043 371

Gooch, Bill G.
Expanding Professional Horizons: Increasing Professional Opportunities.
PUB DATE- Dec 85
NOTE- 12p.; Paper presented at the Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apathy; Attitude Change; Behavior Change; Educational Attitudes; *Educational Needs; Individual Development; Models;

Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electromechanical Technology; *Electronics; *Electronic Technicians; *Equipment Maintenance; *Microcomputers; Postsecondary Education; *Program Development; Repair; Technical Education
IDENTIFIERS- *Troubleshooting

The microcomputer troubleshooter is regarded as a technically knowledgeable member of the team and is more active in equipment selection, site preparation, site supervision and preventive maintenance, and on-site training of operators, maintenance people, and programmers. Microcomputer troubleshooting can be incorporated into an electronics program in two ways. Troubleshooting can be an area of study in a comprehensive electronics program or the goal of a specialized electronics program. The background study required for either path is the same, and coursework used to meet the first objective (a comprehensive electronics program) can also become part of the program with the second objective (specialized electronics program). A good foundation in basic electronics is essential. Troubleshooting microcomputer-based equipment may be broken into a basic and an advanced course. The basic course should use a single-board system, emphasize basic ideas, and introduce specialized instruments and techniques designed for computer troubleshooting. The advanced course should include a more complex system (multiboard system and disk drives), a more detailed study of the system, details of the system's operating system and common peripherals, and application of troubleshooting techniques and use of instruments covered in the basic course to troubleshoot the larger, more complex system. (YLB)

ED 265 397 CE 043 411

Way, Wendy L.
The Role of the Future Homemakers of America Student Organization in Facilitating the Development of Critical Thinking Skills.
PUB DATE- Dec 85
NOTE- 17p.; Paper presented at the Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

Convention of the American Vocational Association.

Department of Education, Washington, DC. Office of the Secretary.

PUB DATE- 6 Dec 85

NOTE- 15p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 6, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Objectives; *Educational Principles; Outcomes of Education; *Role of Education; Secondary Education; *Vocational Education

The educational system of the United States reflects U.S. respect for both diversity and equality. Differences in students' aspirations are accommodated by offering both precollegiate and vocational education. Three essential major purposes of education are the civic, the personal, and the utilitarian. Where the civic and personal ends of education are concerned, Americans have essentially the same goals for all students. When the utilitarian ends of education are considered, more serious disagreement over curricula arises. The utilitarian ends of education are governed more by considerations of diversity. Two rival views exist regarding students choosing employment requiring less than a baccalaureate degree. One holds that what the employment-bound student needs is academic rigor; the other, that academics are not important but training in a trade is. A new consensus among educators and employers lies in the middle: the utilitarian function of school is to assist in preparing all students for that 40-year sequence of events following graduation--for different employers, different jobs, and different trades. Three sets of attributes are needed: general skills, general knowledge, and worthy values and habits. The main objective of learning in schools must be the same for all students; differences in educational programs must never invite distinctions of citizenship. (YLB)

ED 265 412 CE 043 455

Education in Correctional Settings. A Guide for Developing Quality Vocational and Adult Basic Education Programs.

MESA Corp., Reston, VA.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Jul 85

current social forces. Counselors should use computers and other means to free themselves from recordkeeping burdens. Students wanting to work in school counseling should study counseling in a program which emphasizes school counseling. The best help to young people will be provided by counselors who are aware of current and future trends. (ABL)

ED 265 424 CG 018 746

Teitelman, Jodi L.; Priddy J. Michael
Helplessness, Pseudohelplessness and Psychotherapy.
PUB DATE- Nov 85
NOTE- 28p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; *Counselor Client Relationship; Counselor Role; *Helplessness; *Individual Power; *Institutionalized Persons; Locus of Control; Nursing Homes; *Older Adults; Personal Autonomy; Psychotherapy

Learned helplessness often precedes depression. The elderly are more likely than the general population to be faced with uncontrollable events which may bring on learned helplessness. Intervention by gerontological counselors has been useful in reducing effects of helplessness. With pseudohelplessness, persons act helpless in order to control another person's behavior. It is important for counselors to enhance their clients' perceptions of personal control. The counselor can engender the feeling of promotion of choice and predictability. The counselor should explain psychotherapeutic goals to the client at the beginning of therapy. Counselors must eliminate any helplessness-engendering stereotypes about the elderly that they may have, or risk damaging the counselor/client relationship. Attributional counseling can be effective in helping clients identify problems within their control. Psychotherapy may seem overwhelming to the truly helpless client, who may be assisted early in therapy by planned successes in relatively undemanding situations. Clients should be helped to set realistic goals and modify unrealistic expectations. By the counselor's effective communication, the client should feel personal control of the therapy. Although the clinical needs of

institution to record its particular responses. Also included is the Violence Epidemiology Branch Press Book describing the branch and its activities. It notes that the purpose of this group is to reduce the incidence of violence-related morbidity and mortality in the United States. Contained in the Press Book are statistics on homicide and suicide as well as bibliographies and resource lists for materials on interpersonal violence and suicide. A bibliography on teen suicide from the American Association for Counseling and Development is also included. (ABL)

ED 265 438 CG 018 762

Imhoff, Robert
From Theory to Reality: Simplified Approach to Staff Training and Management.
PUB DATE- 85
NOTE- 19p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (67th, Portland, OR, March 31-April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *College Students; Developmental Stages; Higher Education; *Resident Assistants; Social Adjustment; *Social Development; *Staff Development; *Student Adjustment; *Student Development
IDENTIFIERS- Blooms Taxonomy

This document is a plan for tracking students' social growth by the college resident assistant and for evaluating the students' growth and the resident assistant's performance. The plan, based on Bloom's Taxonomy of Affective Cognitive Processes, includes a clarified purpose, objectives for implementation, shared assessment values, and continuing strategies for advancement along the continuum of development. According to this plan, resident staff agree on stages of development and evaluation of the stages, and strategies are developed to help students' development. Seven stages are described for a student's integration into the campus community. It is proposed that a student develops by coming to: (1) know that others recognize his campus presence; (2) feel wanted; (3) realize that significant others know him; (4) feel accepted;

ED 265 451 CG 018 775

Colardyn, Danielle; White, Kathleen M.
Mental Representation and Problem Solving in Work-Study Students.
PUB DATE- Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985). Research study was conducted as part of an assessment project supported by the French Ministry of Vocational Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Cognitive Style; Foreign Countries; *Logical Thinking; Postsecondary Education; *Problem Solving; *Student Development; Work Experience; *Work Study Programs
IDENTIFIERS- France (Paris); *Mental Representation

Transitional situations, such as those experienced by work study students, may create cognitive difficulties by requiring people to simultaneously use both a learning and a use logic. To examine this phenomenon, a problem solving task (electrical schemata of a washing machine) was administered to 43 full time students and 51 work study students studying electricity. The schemata was administered before and after a 2-week on-the-job training program for work study students. Data analysis revealed five categories of errors. With regard to these categories, both full time and work study students presented roughly the same pattern of mistakes on the pretest. Comparison of pre- and post-test results, however, revealed that full time students showed a significant decrease in the number of mistakes made while the nature of the errors stayed the same between the two tests. Work study students maintained a constant number of mistakes between pre- and post-tests, but the nature of the errors changed. These results suggest that full time students experienced no disruption in the evolution of their mental representation while work study students experienced interference with the evolution in the learning logic and a change in mental representation. This change in mental representation might be seen as a first step in a cognitive process of integration of the learning and the use logics. (NRB)

school-based, community-based, and government programs. Advice to parents is offered. This paper concludes with a list of programs that creatively and effectively serve the needs of their local suicidal population. Printed with the paper are selections from the computer search, including complete bibliographic citations with abstracts of ERIC journal articles and documents. (ABL)

ED 265 465 CG 018 789

Rosenthal, James A.; And Others

Child Abuse and Neglect: Reporting in Colorado Fiscal Years 1977 to 1984.

Colorado State Dept. of Social Services, Denver. Div. of Family and Children's Services.

SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

PUB DATE- Sep 85

NOTE- 37p.

AVAILABLE FROM- Colorado Dept. of Social Services, Division of Family and Children's Services, 717 Seventeenth St., P.O. Box 18100, Denver, CO 80218-0899 ($4.25, discount on larger quantities).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Child Abuse; *Child Neglect; Parent Child Relationship; Parent Counseling; Social Services; State Agencies; *State Programs; Statistical Analysis; Statistical Surveys; Trend Analysis

IDENTIFIERS- *Colorado

This report represents the first comprehensive summary of child abuse and neglect reporting in Colorado. Section I of this report presents an initial summary listing the number of confirmed and unconfirmed reports of abuse over a 14-year period and a look at key findings based on analysis of confirmed reports. Data and analyses are presented in the next four sections. Section II, Overview of the Central Registry, gives background information on the Colorado Central Registry for Child Protection and details how reports enter and exit the registry. Section III, Overview of Reporting Trends and Patterns, shows trends across time and Colorado reporting rates. Section IV, Detailed Analysis of Reporting Patterns, analyzes reporting patterns in relation to age and sex characteristics, characteristics of perpetrators, ethnicity and reporting, source of referrals, characteristics of parents, and

Dupree, Larry W.; Schonfeld, Lawrence
High Risk Situations for Elderly Alcohol Abusers.
PUB DATE- 24 Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Aging (Individuals); *Alcohol Education; *Alcoholism; *Drinking; *Older Adults
IDENTIFIERS- *Risk Factors
The Gerontology Alcohol Project, a treatment/research program investigating the characteristics of the late-life onset elderly alcohol abuser, was used as a model for a new program which emphasized teaching the elderly abusers how to break down their personal drinking behavior chain and deal with the antecedents of drinking behavior, to use general problem solving skills, and to understand consequences of alcohol abuse. Physical health, mental health, social/family relationships, legal problems, and financial problems of the 67 program participants were also assessed for effects of alcohol abuse. The results from administration of the Drinking Profile revealed that most physical/medical problems were related to episodes of drinking, that the majority of abusers lived alone and had a small social network, and that few financial or legal problems relating to alcohol abuse were found. Antecedents of drinking behavior were markedly different for older abusers than younger abusers. Intrapersonal rather than interpersonal antecedents of alcohol abuse were common in the elderly. The elderly abuser's antecedent depressed mood was related to the drinking episode rather than to peer pressure or anger as in young abusers. Most younger abusers consumed alcohol in social settings but most elderly abusers drank liquor at home alone. Elderly alcohol abuse was found to be related to loneliness, lack of social contacts, age-related changes, and intermittent depression and did not cause major psychological/interpersonal impairment. Eight data tables are appended. (ABL)

ED 265 480 CG 018 804

time the children would have to remember would minimize their concern and, in turn, lead to elevated recall. Under this condition, the performance of the embedded delay and the embedded immediate groups was equivalent. These data show that 5-year-old children can use task appropriate strategies if the memory task is embedded in a purposeful, motivating activity, but the effort is dependent on the nature of the task content and other factors, such as doubts about one's competence, which may intervene and affect performance. (EL)

ED 265 494 CS 008 253

Oxford-Carpenter, Rebecca L.; Schultz-Shiner, Linda J.
A Theory-Based Approach to Reading Assessment in the Army. Technical Report 625.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Jul 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Armed Forces; *Instructional Material Evaluation; Reading Achievement; *Reading Comprehension; *Reading Diagnosis; *Reading Research; Theories
IDENTIFIERS- Army

Noting that the United States Army Research Institute for the Behavioral and Social Sciences (ARI) has been involved in research on reading assessment in the Army from both practical and theoretical perspectives, this paper addresses practical Army problems in reading assessment from a theory base that reflects the most recent and most sound research on reading comprehension. The first two sections of the paper, which concern the importance of reading in work life and the importance of reading assessment in the Army, provide the basis for addressing the overall issue of reading assessment in the Army. The reading theories presented in the third section are helpful in generating evaluative criteria for reviewing potential measures of reading for Army use. In the fourth and fifth sections, three categories of measures are considered: civilian, military, and the special case of the Armed Services Vocational Aptitude Battery (ASVAB)--a military test of general cognitive ability with potential value as a surrogate reading measure. The sixth section deals with scoring issues that should be

A study of the ways adults socialize children into particular patterns of literacy by helping them develop the literary and social knowledge necessary for using and understanding print is described in this monograph. Specifically, the monograph focuses on adults and children observed over a period of 18 months at a preschool, and provides insights into how adults acted on their assumptions about how children learn to make sense of written text. The chapters discuss (1) the constructs framing the study; (2) dimensions of storyreading--what we know and need to know; (3) a case study approach to examining storyreading; (4) the context in which storyreading is embedded, including the attitudes, values, and beliefs of the nursery-school community; (5) the nursery school structure, including the physical plant, material culture and organization of space, and organization of time; (6) reading and writing "off the rug," which includes the uses, contexts for, instruction, and practice of reading and writing occurring in many differing situations during the school day; (7) "rug-time" (usually book reading events) as a framework for storyreading; (8) storyreading as an interactive negotiation; (9) experiences in life related to text during group story reading; (10) relating text information to life experiences; and (11) conclusions and implications for teachers, parents, and researchers. Most chapters contain summaries. The monograph concludes with a list of children's books cited in the text, references, and author and subject indexes. (EL)

ED 265 508 CS 008 279

Amoriell, William J.
Use of Standardized Reading Tests as Measures of Reading Achievement.
PUB DATE- 81
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Evaluation Methods; Grade 3; *Informal Reading Inventories; Primary Education; *Reading Achievement; Reading Diagnosis; *Reading Research; *Reading Tests; *Standardized Tests; *Test Reliability

A study was conducted to provide insight into the consistency of reading achievement scores from four standardized tests. Several sets of data were compared to assess the accuracy of grade equivalents or instructional reading levels obtained on work together in Chicago's "Schoolwatch" program to improve the schools. (HOD)

ED 265 522 CS 008 299

Chang, Kathryn L.
An Investigation of the Curricular and Occupational Reading Demands of the Plumbing Trade.
PUB DATE- Aug 83
NOTE- 187p.; M.A. Thesis, University of Calgary. Appendixes D and D1 not included in document; contact author.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; Content Area Reading; *Plumbing; Readability; *Reading Difficulties; *Reading Habits; *Reading Instruction; *Reading Research; Reading Strategies; Time on Task; Vocational Education
IDENTIFIERS- *Job Literacy; *Job Related Reading

The vocational reading demands of the plumbing trade were investigated to compare the curricular reading demands encountered by apprentices in the educational setting and the occupational reading demands encountered by journeymen in the actual job situation. A secondary purpose of the study was to examine the role and treatment of reading, as both an educational tool and a vocational skill, in the education/apprenticeship situation. Subjects included members of a fourth-year apprenticeship class who were in the final stages of training before becoming journeyman plumbers and five journeyman plumbers selected at random. Data were gathered through interviews with and observations of plumbing students and incumbents, in a four-part process using interrelated instruments and procedures. Three conclusions were drawn from the findings: (1) the curricular and occupational reading demands of the plumbing trade are different in terms of the variety, complexity, frequency, perceived importance, general and specific strategies, and time involved; (2) the vocational reading demands appear to be extensive and diverse; and (3) reading is only minimally treated as a concern in the educational setting and some minor reading-related problems do exist. (Among the numerous appendixes are attitude questionnaires, task checksheets, observation records, and assessments of reading material difficulty.) An extensive reference list is also included. (HOD)

works. Shaw decried collectors, and was wont to destroy his first drafts and much of his correspondence. He was, nevertheless, a generous benefactor of libraries, leaving his estate to the British Museum, the National Gallery of Ireland, and the Royal Academy of Dramatic Art. His remaining literary manuscripts and papers, the largest single gift ever given to that institution, were also left to the British Museum, "in acknowledgement of the incalculable value to me of my daily resort to the Reading Room of that Institution at the beginning of my career." (HTH)

ED 265 536 CS 209 466

Duvall, Betty
Kindergarten Performance for Reading and Matching Four Styles of Handwriting.
PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cursive Writing; *Handwriting; Kindergarten; *Manuscript Writing (Handlettering); Primary Education; Teaching Methods; Writing Instruction; *Writing Research; *Writing Skills
IDENTIFIERS- *D Nealian Manuscript

A study was conducted to determine the ability of kindergarten children to match manuscript, cursive, italic, and D'Nealian handwritten letters to typeset letters, their ability to read letters in these five styles, and the relationship of reading and matching abilities. Children were asked to match typeset distractors to lower case letters handwritten in four styles using a Matching Letter Styles Test, to read the same small letters reproduced on flash cards in the handwriting and typeset styles, and to write the letters "b" and "d" like the four handwriting models. Results showed that students were able to match manuscript style no better than they were able to match italic style to typeset letters. The students were able to read manuscript, italic, D'Nealian style letters and typeset equally well. The results suggest that manuscript does not resemble the print in books for young children, and that teaching manuscript because it more nearly resembles book print is not a legitimate approach. (HTH)

Nugent, Susan Monroe, Ed.
Developing Audience Awareness.
New England Association of Teachers of English.
PUB DATE- 85
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Assignments; Attitude Change; Classification; Elementary Secondary Education; Higher Education; Peer Evaluation; *Revision (Written Composition); *Student Attitudes; Teacher Role; *Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Audience Awareness

The seven articles in this journal issue examine the value of developing audience awareness in student writing. Among the topics and concerns expressed are the following: (1) the importance of purpose and audience in designing assignments, (2) the value of classmates regularly discussing each other's papers, (3) the writing development of one student through a semester, (4) how students' concept of audience changes when their attitudes toward revision change, (5) the characteristics of effective writing evaluations and strategies for making teacher commentary count, (6) the use of James Britton's audience classifications, and (7) the value of the teacher as audience. (HOD)

ED 265 552 CS 209 529

Hillocks, George, Jr.
Research on Written Composition: New Directions for Teaching.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Conference on Research in English.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-8141-4075-0
PUB DATE- 86
NOTE- 380p.
CONTRACT- 400-83-0025
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 40750, $19.00 member, $24.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.

writers at the advanced work station produced more texts than in the pen and paper condition, in contrast to the machine Gould tested, and produced better text than in the PC condition. The results suggest that some machines can help people write more and better, but some machines may also make them write more poorly. (HTH)

ED 265 564 CS 209 546

Charney, Davida
Redesigning and Testing a Work Order Form. CDC Technical Report No. 28.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
REPORT NO.- CDC-TR-28
PUB DATE- Feb 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Design Preferences; Evaluation Methods; *Layout (Publications); Printing; *Protocol Analysis; *Recordkeeping; *Records (Forms)

An order form used in a university printing office was evaluated, redesigned, and tested to determine whether the original or the revised version could be completed more quickly and accurately. Two types of subjects were used: six "experienced" subjects who had previously used the old version of the form, and six "novice" subjects who had never used the form before. Each subject filled out the appropriate version of the form four times, once for each of four tasks. Performance on the tasks was measured in terms of the time subjects required to complete each task and the number and nature of the errors in the completed forms. Results showed that subjects who used the new version of the form tended to complete it more quickly than subjects using the old version. (An analysis of thinking-aloud protocols is included to explain the superiority of the re-designed form. Samples of both the original and revised forms are appended.) (HOD)

ED 265 565 CS 209 547

ED 265 579 CS 505 151

Fish, Marjorie; Adams, R. C.

Personnel Characteristics, Job Satisfaction, and Organizational Styles of Television Program Directors Over Market Ranks and Station Sizes.

PUB DATE- Nov 85
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985). Partial funding provided by the National Association of Broadcasters, Washington State University, and California State University, Fresno.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Job Satisfaction; Media Research; Organizational Climate; Programing (Broadcast); *Television Research
IDENTIFIERS- Management Practices; *Management Styles; Market Analysis; *Program Directors (Broadcast)

A study compared the organizational styles of television station program directors (PDs) against indicators of market and department size, personnel stability, job satisfaction, and productivity. Researchers used the four types of management styles used by Likert: exploitative authoritarian, benevolent authoritarian, consultative, and participative. The study sought to (1) assess differences in PD's perceptions of organizational characteristics across market and department size, and (2) determine how such personnel characteristics as personnel stability, job satisfaction, and productivity vary according to organizational characteristics in U.S. television stations. Questionnaires were completed by 181 (66.1%) PDs at 274 randomly selected United States television stations. The results of the questionnaire indicated that management principles and practices are homogenized throughout the industry and relatively so over different sized markets and departments. Significant differences occurred in the areas of leadership, control, and decision-making, indicating that PDs affiliated with the largest markets and departments perceive their stations' organizational styles to be more participatory than PDs at small or medium-sized stations. Job satisfaction among PDs was generally high to very high. Personnel stability and productivity did not appear to vary, despite differences in organizational characteristics although greater job satisfaction was found to be tied to the more consultative management styles. The findings showed that PDs oriented toward higher levels of management style in their operations expressed greater job satisfaction. (HTH)

Divided into three sections, this paper explores semiotic phenomenology as a paradigm for communicology (a translation for the new French "comunicologie" and the "German Kommunikationgemeinschaft," which are used increasingly to suggest a qualitative and human signification as opposed to the quantitative and technological reference of "cybernetics," "communications," and "informatiques"). The first section discusses the origins of semiotic phenomenology in philosophy and explores the French and American versions. The second section suggests how this paradigm would function in the human and social sciences in general, while the third section discusses what this paradigm might do for the study of communication as human discourse, and elaborates on the four propositions used to define the paradigmatic status of semiotic phenomenology: (1) a discursive model of being human, (2) a human model of discourse, (3) a normative logic in communicological theory, and (4) a normative logic in communicological praxis. The paper concludes with a three-page list of references. (HOD)

ED 265 595 CS 505 179

Jenkins, Mercilee M.
Guidelines for Cross-Cultural Communication between Students and Faculty.
PUB DATE- 83
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Communication; College Students; Communication Research; Guidelines; Higher Education; *Intercultural Communication; Interviews; Nonverbal Communication; Student Behavior; Teacher Behavior; *Teacher Student Relationship; Verbal Communication

The result of interviews with 77 students on California state university campuses, this paper explores a set of guidelines designed to facilitate communication between white faculty and minority students. The paper is divided into three sections, each dealing with one of the three areas of the guidelines: classroom interaction, advising, and evaluation. Each section begins with a discussion of student responses to questions from the interviews,

and Middle-School Students.
PUB DATE- Nov 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Communication Apprehension; *Communication Research; Comparative Analysis; Elementary Education; Student Attitudes

A study examined the relationship between communication apprehension (CA) and student achievement among elementary and middle school students. It was hypothesized that students high in CA would demonstrate lower academic achievement than students moderate in CA who, in turn, would demonstrate lower levels of achievement than students low in CA. Subjects, 1,290 elementary and middle school students in a midwest state, completed the Measure of Elementary Communication Apprehension (MECA). Academic Achievement was determined from scores on the Stanford Early Achievement Test for kindergarten subjects, the Metropolitan Readiness Test for subjects in grade 1, and the Stanford Achievement Test for subjects in grades 2-8. Since students across grade levels completed three different achievement tests, separate statistical tests were conducted. The results provided partial support for the hypothesis. The hypothesis was not supported for students in kindergarten and grade 1. Analyses of mathematics and reading achievement test scores for students in grades 2-8 provided support for the hypothesis. The findings did not support the contention that students high in CA achieve at levels comparable to those of students moderate in CA, but did suggest that students low in CA achieve at levels comparable to students moderate in CA. (HTH)

ED 265 611 CS 505 200

Alspach, Sandra L.
Deception: A Dramatistic Review of the Research towards a New Theoretical Model.
PUB DATE- Nov 85
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

Seattle, Washington, suggests that careful planning and community involvement can lead to positive results. This review of enrollment decline concerns concludes with several comments by a panel of educators concerning teacher transfer policies, reductions in force, justifications for employing decline specialists, and problems of socioeconomic isolation of schools caused by population shifts. (PGD)

ED 265 625 EA 018 109

Wynn, Richard
Intraorganizational Conflict in Schools.
Oregon School Study Council, Eugene.
PUB DATE- Apr 78
NOTE- 29p.; Revision of ED 137 984. Paper presented at the Annual Convention of the American Association of School Administrators (109th, Las Vegas, NV, February 27, 1977).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Conflict; *Conflict Resolution; Educational Administration; Elementary Secondary Education; *Organizational Climate; Organizational Communication; Organizational Effectiveness; Problem Solving

There are no simple answers to the tricky business of managing conflict within organizations. Almost every conflict is a unique case with its own issues, participants, dynamics, and consequences. Still, it appears possible to differentiate between organizations that handle conflict productively and those that do not. Successful organizations view conflict in neutral terms, use conflict to energize leadership, leave conflict as stronger organizations, and develop systems for handling rather than ignoring conflict. Conflict can lead to several outcomes: deadlock, the victory of one side and defeat of the other, compromise, the integration of both points of view in a new solution, or a purposeful decision to sidestep the conflict altogether. Each of these outcomes is suitable to particular situations; none is appropriate to all; and some are more difficult to achieve than others. The characteristics that seem most positively related to an organization's ability to resolve conflict productively include having an open organizational climate; maintaining clear, accepted organizational goals and

NOTE- 7p.; Paper presented at the World Conference of the International Council for Distance Education (13th, Melbourne, Australia, August 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Oriented Programs; Correspondence Study; *Distance Education; Educational Change; *Educational Technology; Foreign Countries; Higher Education; Nontraditional Education; Technological Advancement
IDENTIFIERS- Canada; University of Waterloo (Ontario)

The impact of the computer on education may be greater than the impact of any other technological innovation since the development of the printing press. Although distance education has relied more extensively on technological means for delivering education to its students than has traditional classroom-centered education, most distance programs use technology only to the extent that different modes of transmitting education are required by circumstances. Major efforts to use broadcast media, satellite transmission, or computer networking as basic modes of delivery have been limited to schools where distance education is the central emphasis. In most other cases, including the University of Waterloo in Ontario (where the administrative uses of computers and the extent of computer education efforts have been particularly important), costs and logistics have limited efforts to design and produce computer-based instructional delivery systems for off-campus students. Areas in which such effots can be expected to bear fruit first include the speeding up of communication between students and schools, and the introduction of computer education courses relying on student-owned equipment. In any case, the technology should not serve as a reason to change delivery systems, but as a means for doing so. (PGD)

ED 265 640 EA 018 129

Stubbs, John; And Others
Organizational Diversity among Dual-Mode Institutions.
PUB DATE- Aug 85
NOTE- 7p.; Paper presented at the World Conference of the International Council for Distance Education (13th, Melbourne, Australia, August 1985).
LANGUAGE- English

relationship of school policy to actual practice. (PGD)

ED 265 654 EA 018 150

Russell, James S.; And Others
Linking the Behaviors and Activities of Secondary School Principals to School Effectiveness: A Technical Report. Final Report.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 72p.; For a related document, see ED 258 322.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Role; Critical Incidents Method; Leadership; Models; Predictor Variables; Principals; *School Effectiveness; Secondary Education

This document reports on a study undertaken to identify specific behaviors of secondary school principals that are effective or ineffective in promoting positive school characteristics. The researchers first searched the literature to find an organizational model that would take into account the organization's goals, the means for measuring achievement of the goals, and the factors responsible for their achievement. The literature was further searched to determine accepted characteristics of effective schools. Eight characteristics were identified: recognition of achievement, a positive environment, articulation of the curriculum, support for instruction, high expectations, collaborative planning, instructional leadership, and parental involvement. A modified version of the Critical Incident Technique was then used to interview 55 individuals in Oregon and Kentucky who had had frequent opportunities to observe administrators. These observers cited over 1,000 instances of effective and ineffective principal behavior. The researchers and a panel of experts agreed that 335 of these were related to specific school characteristics, either positively or negatively, and found another 315 to be either effective or ineffective in relation to more than one characteristic. The document contains a discussion of how these 650 behaviors relate to the eight school characteristics and to the principal's organizational leadership role. Appendices include a four-page bibliography and statistical tables. (PGD)

ED 265 668 EA 018 211

Attendance, Homework, Promotion and Retention: A Manual on Policy Development and Administrative Procedures.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 84
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Policy; Administrator Guides; Age Grade Placement; *Attendance; Discipline Policy; Elementary Secondary Education; Grade Repetition; *Homework; *Policy Formation; School Attendance Legislation; *State Legislation; *Student Promotion
IDENTIFIERS- Connecticut; Connecticut State Department of Education

This manual was written to assist local school districts in fulfilling the 1984 legislative mandate of the Connecticut General Assembly that requires schools to develop, adopt, and implement written policies concerning homework, attendance, and promotion/retention. The first section offers a brief discussion of the process of policy development, characteristics of good policy, and the relationship between policy and administrative procedures. The next three sections focus on attendance, homework, and promotion and retention policies. Each section offers a short discussion of the topic, a listing of key elements that should be considered for inclusion in board policy or administrative procedures, and illustrative examples of how these elements have been treated by some Connecticut districts. An appendix lists members of the statewide committee that was formed to review policies on attendance, homework, and promotion/retention. (TE)

ED 265 669 EA 018 214

Dissemination Capacity Building Project. Final Report.
Vermont State Dept. of Education, Montpelier.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Mar 85
NOTE- 59p.; Appendix A contains broken type.
GRANT- NIE-G-80-0024
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

ED 265 684 EC 181 373

Majsterek, David
Alternative Assessment Techniques for High Risk Preschoolers.
PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Evaluation Methods; *Handicap Identification; High Risk Persons; *Preschool Children; Preschool Education; Screening Tests; *Student Evaluation

Alternative systems are suggested for appraising preschoolers for possible inclusion in early special education programs. Frequency sampling, in which diagnosticians analyze performance of certain tasks predictive of school performance, are seen to be potentially valuable but lacking in accuracy. Examination of co-occurrences--interactions between the child and the environment--is suggested as one way to view children's abilities and disabilities. Additional diagnostic approaches described are play assessment, measurement of affective development, and appraisal of children's language acquisition. The alternatives are explained to mirror cognitive development. (CL)

ED 265 685 EC 181 374

Majsterek, David
Is Your District Considering a Preschool Special Education Program?
PUB DATE- 82
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Handicap Identification; High Risk Persons; *Intervention; *Preschool Education; Program Effectiveness

Two assumptions underlying preschool programs for high risk students are examined: the belief that measurement instruments are

describes each of the major steps in creating and editing the MICRO-VERS files and finally printing the required reports. Part IV, MICRO-VERS Tutorial, is intended for new users of the software package. It presents sample data similar to that encountered by the local education agency. These examples allow data entry operators to practice and familiarize themselves with the system. Part V contains appendixes. MICRO-VERS information provided includes lists of the program disk and printer disk programs, tutorial data, sample forms, and sample printouts. A glossary of terms and a list of resources and resource organizations are also appended. (YLB)

ED 265 294 CE 043 104

MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. Version 3.1. Radio Shack TRS-80 Model III.

Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- 85
NOTE- 176p.; For a related document, see CE 043 103.
AVAILABLE FROM- Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455 (311B-$9.75).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Computer Oriented Programs; *Databases; Data Processing; *Enrollment; Microcomputers; Postsecondary Education; Recordkeeping; Records (Forms); Reports; School Districts; Secondary Education; *Student Records; *Vocational Education
IDENTIFIERS- *Microcomputer Vocational Education Reporting Sys; TRS 80; Vocational Education Data System

This manual is intended to accompany a software system for the TRS-80 Model III computer that is designed to aid local districts in completing vocational education enrollment claims and Vocational Education Data System (VEDS) reports. Part I, Introduction, gives a brief overview of the Microcomputer Vocational Education Reporting System (MICRO-VERS), makes some suggestions regarding time schedules, and describes the reports that the system will help to prepare. Part II, System Requirements, is a description of the hardware that is required to operate the microcomputer under MICRO-VERS version 3.1. Some suggested sources for course and student data are also presented. Part III, Operator's Handbook,

Liverpool. Because the primary objective of the study was to identify possible factors that may influence the scale and specific strategies of student recruitment efforts, a case study approach was used to examine the FE participation rates and socioeconomic characteristics of Liverpool youths between the ages of 16 and 19. Data from a 1983 statistical analysis of the school attendance of this group of students indicated that although the enrollment rate of this age group in FE may increase slightly as the result of 17+ recruitment and transfer of the adult education centers to the colleges, little improvement in employment or growth in vocational education is likely. By the end of the decade, the enrollment level of full-time equivalent students will have fallen to 62 percent of its 1983 level. The post-19 general and nonvocational sectors appeared to be the greatest sources of potential FE enrollees. Although part-time provision in the vocational sector is becoming increasingly more competitive, data from the study indicated that implementation of a 2-year training program replacing the Youth Training Scheme may increase college-based activities. (MN)

ED 265 308 CE 043 245

How Do I Get There? Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-00-X

PUB DATE- 84

NOTE- 21p.; Portions printed on colored paper. For other guides in this series, see CE 043 246-288.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Behavioral Objectives; *Business Education; Communication Skills; Competency Based Education; Core Curriculum; *Estimation (Mathematics); *Evaluative Thinking; Foreign Countries; Job Skills; Learning Activities; Learning Modules; Map Skills; On the Job Training; Postsecondary Education; *Problem Solving; Records (Forms); *Scheduling; *Work Experience Programs

IDENTIFIERS- England; *Itinerary Planning

This trainer's guide is intended to assist supervisors of work-based career training projects help students in developing the

of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

ED 265 323 CE 043 260

Dairy Health. Youth Training Scheme. Core Exemplar Work Based Project.

Further Education Staff Coll., Blagdon (England).

REPORT NO.- ISBN-0-948361-15-8
PUB DATE- 84
NOTE- 23p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animal Husbandry; Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; *Dairy Farmers; Farm Occupations; Foreign Countries; Job Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); Veterinary Medicine; *Work Experience Programs
IDENTIFIERS- England

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students learn about dairy herd health, as well as how to gather, record, and interpret information. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

ED 265 338 CE 043 275

Cutting Tools. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-43-3
PUB DATE- 84
NOTE- 26p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; Engineering; *Equipment Evaluation; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Manufacturing; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- *Cutting Tools; England

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students to compare the performance of two different types of engineering cutting tools and to determine their cost-effectiveness and efficiency. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

ED 265 339 CE 043 276

Moulds. Youth Training Scheme. Core Exemplar Work Based Project.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-948361-44-1
PUB DATE- 84
NOTE- 22p.; Portions printed on colored paper. For other guides in

small-scale type of research is needed to paint a clearer picture of vocational education history. (KC)

ED 265 354 CE 043 295

Drennan, Jerry

The Impact of Private, Nonpublic Education on the Field of Industrial Teacher Education.

PUB DATE- 10 Dec 85

NOTE- 12p.; Paper presented at the Annual Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Attitudes; Educational Quality; Higher Education; Outcomes of Education; Private Colleges; *Private Education; Private Schools; Program Attitudes; *Program Effectiveness; *Teacher Attitudes; *Teacher Education; Teacher Educator Education; *Teacher Educators; Trade and Industrial Education; *Trade and Industrial Teachers; Vocational Education Teachers

A study was conducted to determine the impact of private, nonpublic education on the education of industrial teachers. To collect data, questionnaires were sent to industrial teacher educators in 252 institutions of higher education. Responses were received from 99 persons who had some educational experience in private programs. (Almost 99 percent of the respondents' educational experience was in both private and public institutions.) From the data gathered, the following conclusions were drawn, among others: (1) private education continues to be a meaningful component of the American educational system, and industrial education programs are a meaningful component of private education; (2) the quality of education in private institutions is comparable to or better than that of public institutions; (3) there is much interest in industrial education at private institutions; (4) the curriculum of private institutions is similar to that of public institutions; and (5) in recent years, private educational and industrial/business institutions have been offering more special programs for the teacher educator. The study suggested that additional research be conducted with public and private school teachers, and teachers in special educational programs of business, industry, and the military. (KC)

ED 265 369 CE 043 341

Basic Electricity in Agricultural Mechanics.
Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.
SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
PUB DATE- Jul 85
NOTE- 191p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Engineering; Behavioral Objectives; *Classroom Techniques; Course Content; Course Organization; Electric Circuits; *Electricity; Equipment; *Hand Tools; Learning Activities; Lesson Plans; Safety; Secondary Education; *Teaching Methods; Transparencies; Units of Study; Vocational Education
IDENTIFIERS- Montana

This unit of instruction on electricity has been designed especially for teachers to use with freshmen and sophomore vocational agricultural students in Montana. It consists of an outline of the unit and eight lesson plans. The unit outline lists the following components: situation, aims and goals, lesson plans, student activities, teacher activities, and references. The eight lessons cover these topics: what electricity is; understanding electrical terms and symbols; safety practices; electricity from plant to farm; electrical tools, materials, and controls; types of electrical circuits; practical wiring applications; and calculating amps, volts, resistance, and cost of electrical power. Each lesson contains some or all of the following parts: need for the lesson, objectives, interest approach, teaching plan, association and follow-up, references, handouts, and transparency masters. (KC)

ED 265 370 CE 043 344

Harris, Ron, Ed.

Needs Assessment; Postsecondary Education; *Professional Continuing Education; *Professional Development; *Teacher Improvement; Training Methods; Training Objectives; Vocational Education; *Vocational Education Teachers

Development of human resources is the primary purpose of vocational education, and it is only through continued professional growth that vocational educators can develop and maintain the knowledge, attitudes, skills, and habits needed to assist others in the process of realizing their full potential. The individual and professional development of vocational educators may be viewed in terms of the same models used to describe the improvement of an entire nation. The following models are particularly relevant to those responsible for providing professional development opportunities for adult educators: the KASH Formula, Main Event Principle, People Resist Change, Desire for Change, Attitude Box, Attitude Stair Steps, Behavior Is Goal Directed, Two Tragedies, and Opportunity Wedge models. These models suggest that (1) improvement is realized by increasing one's knowledge and skills and changing one's attitudes and habits; (2) all people resist change to some extent and must learn to overcome this resistance; (3) vocational educators must develop a positive attitude toward self-improvement and become sufficiently anxious to increase their desire for change; and (4) because motivation comes from within each person, professionals must establish their own self-improvement goals. Although those responsible for staff development cannot motivate the vocational educators with whom they are working, they can stimulate them to continue to expand their professional horizons. (MN)

ED 265 384 CE 043 373

Navaratnam, K. K.; And Others

Using Cost-Benefit Analysis to Determine Profitability of Secondary Vocational Programs.

PUB DATE- 7 Dec 85

NOTE- 23p.; Paper presented at the Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cost Effectiveness; Educational Benefits; *Educational Economics; Models; *Outcomes of Education; *Program Effectiveness;

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Critical Thinking; *Home Economics; Intellectual Development; *Metacognition; Secondary Education; *Skill Development; *Student Organizations; Student Participation
IDENTIFIERS- *Future Homemakers of America

The Future Homemakers of America (FHA) organization has historically provided an ideal climate for development of critical thinking by devoting conscious attention to thinking, teaching skills directly, and providing opportunities for interaction through cooperative learning and discussion. Strategies for expanding the knowledge base and building conceptual complexity include peer education projects and use of teaching models developed to stress group interaction and assist learners with the inquiry process in these projects. In regard to building metacognitive (executive) and nonexecutive thinking skills, the FHA Planning Process provides an ideal framework for members to build metacognitive skills. Other, more direct strategies might include peer education projects involving teaching others about the components of metacognition and investigating the use of metacognitive thinking skills in fulfilling various work and family roles. Members may study nonexecutive thinking skills themselves or incorporate them into peer education projects. Advisors can also strengthen the climate existing within FHA for the healthy development of the critical spirit by giving attention to idea- as well as skill-centered projects, encouraging respectful weighing of other points of view, discouraging hasty decision making, and encouraging reliance on self as well as experts to construct knowledge and make judgments. A bibliography is appended. (YLB)

ED 265 398 CE 043 413

Doty, Charles R.
Robotics/Automated Systems Technicians.
PUB DATE- Dec 85
NOTE- 9p.; Paper presented at the Meeting of the American Vocational Association (Atlanta, GA, December 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Automation; *Educational Resources; *Information Sources; *Paraprofessional Personnel; Postsecondary Education;

NOTE- 126p.
CONTRACT- 300-84-0252
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; *Adult Vocational Education; Annotated Bibliographies; *Correctional Education; Curriculum; Directories; Financial Support; Program Descriptions; *Program Development; Staff Development; Teaching Methods

This guide is intended to help the correctional educator plan and develop comprehensive vocational and related academic skills programs. Sections I and II introduce the guide and its use. Section III focuses on these program elements: fundings--resource mobilization; coalition building--networking; curriculum--training methods--teaching techniques; capacity building--staff and supervisory training; and information management and evaluation. It lists issues that should be examined and possible actions for implementation. The section concludes by summarizing key areas to be monitored for program quality. Section IV is a summary of the findings of the project's research on correctional education and discusses how they relate to the development of quality vocational and correctional education programs. Section V contains descriptions of 25 programs that can serve as models for correctional educators. A subject index is provided. Each description presents this information: name and address of sponsoring institution(s), name(s) of director or program manager, telephone number, and information on the program. Section VI includes annotated listings of funding sources, grant foundations, sources for education and technical information, literacy organizations, literacy resources, educational centers, resources on prison industries, non-profit institutes, and ex-offender programs and information resources. Section VII is a general bibliography of nine pages. (YLB)

nursing home residents must be met, residents' independence should be encouraged. The paper includes a five-page list of references and an appendix providing a brief description of counseling techniques that have proven effective with older clients. (ABL)

ED 265 425 CG 018 747

Bourassa, Donna; And Others
An Evaluation of Life in the Residence Halls at Indiana University from an Ecosystem Perspective: 1985.
PUB DATE- 86
NOTE- 22p.; For an earlier study, see ED 253 806.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Environment; College Housing; *College Students; *Dormitories; Ecological Factors; Higher Education; Participant Satisfaction; Resident Assistants; Student Attitudes; Student Personnel Services
IDENTIFIERS- *Indiana University

Studies examining life in the Indiana University residence halls from an ecosystem perspective have been conducted annually since 1978 to ascertain how students evaluate a series of issues related to residential living. The 1985 study, the eighth in a series, involved a representative sample of 824 students drawn from the residence centers. The instrument used was similar to one used with previous assessment projects. A Likert scale was used for the forced-choice items. After completing the questionnaire, students were asked to go back over the questionnaire and identify up to five items about which they felt strongly. The questionnaire examined satisfaction with programming, residence hall staff, student government, student publications, study conditions, and food services. Responses for residence hall programs, residence hall staff, student government, publications, and food service were strongly positive. Study conditions were rated as mildly positive. Students seemed basically satisfied with their environment. (Five data tables are included, one comparing the results of the 1985 study with those from previous years. A copy of the questionnaire is appended.) (ABL)

(5) become involved in the community; (6) feel committed to the community; and (7) provide service or leadership to the community. An amplified taxonomy by Sharon Royster giving behavior and conversation characteristics for each stage is included. A personal taxonomy development chart and a completed example are also provided. (ABL)

ED 265 439 CG 018 763

Rankin, Eric D.; Pinkston, Elsie M.
Family Caregivers and Burden: A Developmental Perspective.
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
GRANT- R01AG02612
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Emotional Response; Family Relationship; *Helping Relationship; Individual Needs; Interpersonal Relationship; *Older Adults; *Parent Child Relationship; Role Perception; *Spouses; *Stress Variables
IDENTIFIERS- *Adult Children; *Caregivers

The perceptions of burden in providing care to the disabled elderly by a family member may be affected by the caregiver's personal and social resources and by the differences in involvement and familial roles between the caregiver and the care receiver. To test this relationship, 41 spouse and adult daughter caregivers involved in a home-based treatment program completed the 29-item Zarit Burden Interview and a checklist of their participation level in 10 caregiving tasks, and rated the incidence and severity of the care receiver's specific behavioral problems. Adult children caregivers reported sources of burden which were outside the caregiver/care receiver relationship, with major stressors being the influence of concurrent role demands and financial strain. Spouse caregivers, on the other hand, reported sources of stress within the caregiving relationship, with major burdens being personal functioning, especially in direct caregiving tasks, and interpersonal relationships with the disabled spouse. These findings suggest that fundamental differences exist in how elderly spouses and adult daughters define and perceive their roles as primary caregivers. (ABB)

ED 265 452 CG 018 776

Griggs, Shirley A.
Counseling Students through Their Individual Learning Styles.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 140p.; For a similar document on counseling college students, see CG 018 779.
CONTRACT- 400-83-0014
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Cognitive Style; Educational Diagnosis; Elementary Secondary Education; High Risk Students; *Individual Differences; *Learning Processes; Parent Education; *Psychoeducational Methods; *School Counseling; School Counselors; Student Attitudes; Student Development; *Student Needs

The major purpose of this monograph is to provide counselors in elementary and secondary schools with information on learning style to enable them to diagnose the learning style of each student, utilize counseling interventions that complement individual learning style preferences and consult with teachers and parents regarding the accomodation of student learning style preferences in the classroom and at home. Application of the learning style approach is described as involving: (1) assessing the learning style of each student; (2) identifying patterns within the counseling caseload for grouping students according to learning style preferences; (3) interpreting learning style requirements of students for counseling purposes and applying complementary counseling approaches; and (4) evaluating student outcomes as a result of using the learning style model. Case studies are provided to assist counselors in applying the model at the elementary and secondary school levels. The learning style needs of special populations (gifted, physically disabled, school dropouts) are described. Descriptions of counseling programs that use learning preferences in counseling are provided. Research studies are outlined that show evidence that using the learning style approach in teaching and counseling results in improved academic achievement, more positive attitudes toward school, and selected developmental gains, such as increased career awareness. (Author/ABB)

services to families. The final section, Colorado and National Reporting, lists data on child abuse and neglect reporting across Colorado and provides nationwide comparision rates. The Colorado Abuse/Neglect Reporting Form is contained in the appendix. Four figures and 51 tables are included in the report. (ABB)

ED 265 466 CG 018 790

Bogar, Anne
Selected Programs in Other States Relating to Adolescent Pregnancy Prevention. Wisconsin Legislative Council Staff Information Memorandum 85-3.
Wisconsin State Legislative Council, Madison.
PUB DATE- 3 Jun 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Adolescents; Early Parenthood; *Pregnancy; *Prevention; Social Services; State Agencies; *State Programs; Youth Programs

This information memorandum, prepared for the Wisconsin Special Committee on Pregnancy Options, provides a summary of selected programs in five other states relating to adolescent pregnancy prevention. The memorandum notes that the programs selected have state statutory or administrative rule mandates or receive substantial administrative and financial support from state government agencies, or both. The programs described represent different types of programs to prevent adolescent pregnancy which involve schools, families, youth-service agencies, community groups, health agencies, the media, or coalitions of various groups. The states and types of programs described include: (1) New Jersey: Mandatory Sex Education Program; (2) Minnesota: In-School Clinic Program Providing Reproductive and General Health Education and Services; (3) Michigan: Major Media Campaign and Contract Program; (4) New York: Grant Program for Adolescent Pregnancy Prevention Programs Integrating Reproductive-Related Services with Job-Training and Self-Awareness Education; and (5) Illinois: Coordinated Prevention Services for High-Risk Adolescents are Part of a Statewide Pregnant and Parenting Adolescent Program. Program description, implementation time, administration and funding, and relevant findings are given for each program. Two appendices provide legislation from New Jersey and New York. (ABB)

Schonfeld, Lawrence; Dupree, Larry W.
Increasing the Social Networks of Isolated Elderly: Treatment and Research Findings.
PUB DATE- 24 Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; Institutionalized Persons; *Interpersonal Competence; *Mental Health Programs; *Older Adults; *Social Adjustment; *Social Isolation; *Social Networks
IDENTIFIERS- Risk Factors

The Community Aging Program is a demonstration outpatient, mental health program designed to study and treat elderly individuals. The individual's skills relevant to living independently are assessed and those individuals with deficits enter an appropriate treatment program. Two of the treatment programs or modules help the individual adjust to the community. The Community Resources Module teaches information about Social Security payments, places to go for activity, and public transportation, and how to practice these skills. The Social Support Module emphasizes using the individual's existing social support network and increasing it by making new friends. Program participants (N=77) completed the Beck Depression Inventory, Life Satisfaction Scale, and Social Support Network Inventory. The results revealed that graduates of the program significantly increased the size of their social network. The graduates' self-esteem rating increased and their depression rating decreased. These individuals were referred because of their risk of being institutionalized but this project demonstrates that this risk can be lowered by improving the elderly person's social skills. (ABL)

ED 265 481 CG 018 805

McClam, Tricia
Volunteer Motivations and Rewards: Shaping Future Programs.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Conference of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).

addressed regardless of which measure is used. The final section offers conclusions based on both theory and practice: (1) reading is important in military and civilian work life; (2) reading assessment is a highly visible and important issue in the Army; (3) reading theories--especially the interactive-inferential theory--can positively influence Army reading measurement practices; (4) reading tests differ widely in terms of psychometric characteristics and overall quality as evaluated using theory-based standards; (5) high correlations exist between ASVAB and various reading tests, although caution should be exercised when using any part of the ASVAB as a reading surrogate; and (6) available alternative grade equivalent scores should be considered for use by the Army. (A chart providing data and quality ratings on commercially developed reading tests and selected military developed reading tests is appended.) (HTH)

ED 265 495 CS 008 254

Blohm, Paul J.
Modifying Commercial Software Yourself to Match Your Reading Instruction.
PUB DATE- Oct 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association (6th, Milwaukee, WI, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programing); Computer Assisted Instruction; *Computer Oriented Programs; *Computer Software; Elementary Secondary Education; Higher Education; Lesson Plans; *Material Development; *Reading Instruction; *Teacher Developed Materials

A growing number of computer software companies currently offer reading software that provides teachers with author/editing procedures, allowing them to enter their own text (specialized words, sentences, concepts, and so forth) and match the software content to their objectives for reading instruction. Programs of modification contain "frames" in which teachers' content changes and additions may be written for their lessons. Frames, the text and graphic images that appear on the computer screen at any given standardized tests. Each test was randomly assigned for administration to 23 third graders in a group setting during one of four consecutive mornings. The four tests were: (1) the Iowa Tests of Basic Skills (Form 4); (2) Stanford Achievement Test (Primary Level III--Form A); (3) Gates-MacGinitie Reading Test (Level C--Form 2); and (4) Metropolian Achievement Test (Elementary--Form F)--Metro. The resulting grade levels revealed significant discrepancies across the different tests. Seventy percent of the children received grade scores ranging over more than one year. A comparison of the instructional reading levels obtained from the Metro with those obtained from a subsequently administered informal reading inventory indicated that more than 50% of instructional reading levels from the Metro varied as much as two to five reader levels from those of the informal reading inventories. The results did not support the use of standardized test scores as adequate measures of reading achievement or as a substitute for individually administered informal reading inventories. (HTH)

ED 265 509 CS 008 281

Kirsch, Irwin; Guthrie, John
Case Studies of Reading in a High Technology Corporation. Reading Competencies and Practices. Technical Report #2.
International Reading Association, Newark, Del.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Aug 82
NOTE- 58p.
CONTRACT- MDA-90381C-0446
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Job Skills; Reading Attitudes; *Reading Habits; *Reading Interests; *Reading Research; Reading Skills; *Recreational Reading; Technological Advancement
IDENTIFIERS- *Job Literacy; *Job Related Reading

Individuals in 14 job categories at the Analytical Instrument Division of the Hewlett-Packard Corporation were observed and interviewed for six months to determine their reading practices at work and in leisure settings. The individuals ranged from a research chemist and a printed circuit designer, to a quality assurance inspector and a mechanical parts inspector. Findings indicated that reading in job tasks had some of the following

ED 265 523 CS 008 303

Andrews, Jean F.
Deaf Children's Acquisition of Prereading Skills Using the Reciprocal Teaching Procedure. Technical Report No. 350.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 27p.; Portions of this paper were presented at the Meeting of the Council of American Instructors of the Deaf (St. Augustine, FL, June 22, 1985).
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; *Deafness; Grade 1; Interaction; Kindergarten Children; *Modeling (Psychology); Primary Education; *Reading Research; *Reading Skills; Sign Language; *Teacher Student Relationship; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Prereading Skills

As part of a larger study on the levels experienced by deaf children in acquiring knowledge about printed letters, words, and stories, an investigation was undertaken to discover the effects of a reciprocal teaching method on deaf children's learning of four prereading skills--finger spelling, book reading, story reciting, and word recognition. Subjects, 23 prelingually deaf kindergarten and first grade students with severe-to-profound and profound hearing losses, met in groups of five or six for 30 minutes each week with the teacher. The teacher read and signed an experimental storybook containing three to five new words in a picture context with a manual sign illustration. After discussing the new signs, the children performed a number of activities involving the four target skills. In addition, the children took the books home to read with siblings, parents, and friends. Gains made in prereading were measured through pretesting and posttesting. Results indicated that the reciprocal teaching procedure could build prereading skills in young deaf children. The training was beneficial for students with a wide range of abilities. (FL)

ED 265 537 CS 209 479

Enkvist, Nils Erik, Ed.
Coherence and Composition: A Symposium. Papers. (Abo, Finland, March 16-18, 1984).
Abo Akademi (Finland).
REPORT NO.- ISBN-951-649-078-6
PUB DATE- 85
NOTE- 134p.; Publication No. 101 of the Research Institute of the Abo Akademi Foundation.
AVAILABLE FROM- Tidningsbokhandeln, Box 79, SF-20101 Abo, Finland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- *Applied Linguistics; *Coherence; *Cohesion (Written Composition); Discourse Analysis; Expository Writing; Foreign Countries; Higher Education; Interlanguage; Linguistics; Second Language Learning; *Structural Analysis (Linguistics); Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Research

A selection of the papers from a symposium on the application of linguistic concepts to teaching composition are contained in this document. The papers and authors are as follows: "Introduction: Coherence, Composition, and Text Linguistics" (Nils Erik Enkvist); "TUAP and the Teaching of Writing in Sweden" (Lennart Bjork): "Discourse-Level Interlanguage Studies" (Lars Sigfred Evensen); "Cohesion, Conference Patterns, and EFL Essay Evaluation" (Ann-Charlotte Lindeberg); and "Types of Coherence Breaks in University Student Writing" (Eleanor Wikborg). Notes on contributors are included. (EL)

ED 265 538 CS 209 481

Furhoff, Lars, Ed.; Hemanus, Pertti, Ed.
New Directions in Journalism Research. A Selection of Papers from the Colloquium on Research in Journalism (Dubrovnik, Yugoslavia, April 1985). Publications Series B.
Stockholm Univ. (Sweden).; Tampere Univ. (Finland). Inst. of

PUB TYPE- Books (010) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Comparative Analysis; Educational Trends; Elementary Secondary Education; Grammar; Higher Education; Meta Analysis; Research Methodology; Syntax; *Teaching Methods; Test Validity; *Writing (Composition); Writing Apprehension; *Writing Instruction; *Writing Processes; *Writing Research

Reflecting changes in the focus and methodology of writing research over the past 20 years, this book provides a meta-analysis of studies on teaching approaches and focuses on composition instruction at the elementary, secondary, and college levels. The first chapter of the book examines general studies of the composing process, studies of process in classrooms, and studies of planning, production factors, revision, and writing apprehension. Summaries of the limitations and key findings of the research on process are included. The second chapter explores research on the repertoire of lexical, syntactic, or rhetorical forms which writers call upon in their writing. The third chapter examines criticisms of experimental studies and the difficulties in doing them, then explains the techniques used in the meta-analysis of such studies, the selection of studies, and the variables examined. The next four chapters analyze the studies in the areas of modes of instruction, grammar and the manipulation of syntax, criteria for better writing, and invention. The eighth chapter presents the results of the meta-analysis for the dimensions examined: grade level, duration of treatment, mode of instruction, focus of instruction, revision, and feedback. The final chapter discusses the compatibility of results of treatment or method studies with those of processes studies, and offers recommendations for future research. (HTH)

Bowen, B. A.; And Others
Analyzing the Various Approaches of Plain Language Laws. CDC Technical Report No. 29.
Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
REPORT NO.- CDC-TR-29
PUB DATE- Feb 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Consumer Protection; Contracts; Evaluation Criteria; *Evaluation Methods; *Federal Legislation; *Language Usage; *State Legislation
IDENTIFIERS- Bureaucratic Language; Legal Language; *Plain Language Laws

Noting that plain language laws--designed to put the consumer on a more equal footing with business and industry when signing business contracts--have become an important new kind of legislation, this paper traces the development of such legislation and the need to evaluate its effectiveness. The first section of the paper describes the federal impetus for plain language laws, examining President Carter's executive order for plain language and why it largely failed, and efforts by the Reagan administration that resulted in the Plain English Forum. The second section examines state legislation to regulate the clarity of consumer contracts, and the issues of criteria and compliance raised by these laws. The third section examines the need for evaluating plain language legislation to determine which laws best meet plain language objectives, while the last two sections detail the two phases of an evaluation strategy: analysis of contracts and consumers' ability to use them, and analysis of the design process that led to the contracts that are easiest to use. (HTH)

ED 265 566 CS 209 548

Collom, Jack
Moving Windows: Evaluating the Poetry Children Write.
REPORT NO.- ISBN-0-915924-55-2
PUB DATE- 85
NOTE- 180p.; Funding for this publication provided by The New York State Council on the Arts.

ED 265 580　　　　　　　　　　CS 505 154

Engnell, Richard A.; Graves, Michael P.
Making Silk Purses Out of Sows Ears: An Overview of the Communication Arts Curriculum at George Fox College.
PUB DATE- 8 Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Higher Education; *Small Colleges; *Speech Communication; *Speech Curriculum; Student Needs; Telecommunications; Theater Arts; Writing Instruction

A small college's communication arts curriculum, designed for students either going on to graduate school or interested in meeting more immediate vocational needs, is described in this paper. The following components of the curriculum are discussed: (1) use of field experience courses, (2) use of on-campus "practicum" courses and extra-curricular activities, (3) emphasis on basic skills development, (4) emphasis on a carefully chosen core curriculum, (5) careful tailoring of individual courses and specific programs, (6) creative use of the entire curriculum, and (7) dedication to the ideals of coaching and mentoring. The paper concludes with a statement on five things that make the curriculum work: paying attention to the needs and abilities of individual students, a clear articulation of perspectives and values, a faculty free of territorial "imperatives," innovative public presentation of the virtues of the department, and a showcasing of alumni success. The objectives, requirements, and descriptions of individual courses for majors in communication arts, telecommunication, theatre, and writing are appended. (EL)

formulates general principles for dealing with the concerns students expressed, and discusses ways that these principles can be applied. The conclusion of the paper discusses the importance of college professors trying to be as fair as possible to all students. (Interview questions are appended.) (DF)

ED 265 596 CS 505 181

Haynes, W. Lance
O-I-C: An Orality-Based Procedure for Teaching Interactive Communication in the Basic Course.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; Higher Education; Interpersonal Communication; *Speech Communication; *Speech Curriculum; Speeches; Speech Instruction; Speech Skills; Verbal Communication; Writing Processes
IDENTIFIERS- Howells Levels of Competence

In order to improve instruction in basic speech courses, a program was developed adapting creative problem solving to speech preparation and to interactive speech communication. The program, called O-I-C--Orientation, Incubation, and Composition--and based on Howell's five levels of competence and their implications, begins with a thorough study of the various aspects of the anticipated communication event (orientation). The second stage of the program allows time for processing to occur (incubation). Finally, the third stage of the program consists of composition. The program emphasizes orality, based on the assumption that writing is a later developmental and cognitive process than speaking. (DF)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Science Research; *Behavior Patterns; *Communication Research; *Interpersonal Communication; Models; Nonverbal Communication; Research Methodology; *Research Needs; *Research Problems; Rhetoric
IDENTIFIERS- *Burke (Kenneth); *Deception

K. Burke's (1945) pentad identifies five contributing factors in any communication event: agent, purpose, act, scene, and agency. Using the pentad as an organizational schema, this paper summarizes problems in methods used by behavioral researchers to study the deceptive communication event. The paper argues that fragmenting the communication act into separate research variables reduces the ability to understand how several variables combine to produce the total effect of deception. The paper then summarizes these variables in a model intended to make their interrelationships more obvious, and concludes with a call to consider deception as a rhetorical event by applying Burke's pentadic "ratio" method to naturally occurring examples of deceptive communication. (HOD)

EA

ED 265 612 EA 018 081

Mayer, Victor J.; Fortner, Rosanne W.
Relative Effectiveness of Four Modes of Dissemination of Curriculum Materials.
PUB DATE- 85
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); *Change Strategies; Delivery Systems; *Diffusion (Communication); Educational Change; Educational Innovation; Instructional Materials; Junior High Schools; Middle

roles; establishing effective problem-solving mechanisms; keeping communication and feedback systems operating; equalizing power among internal groups; encouraging innovation; and developing cohesiveness and mutual trust among organization members. (PGD)

ED 265 626 EA 018 110

Payzant, Thomas W.
A Superintendent's September Observations.
Oregon School Study Council, Eugene.
PUB DATE- Sep 78
NOTE- 26p.; "Remarks to the Staff," presented to school personnel (Eugene, OR, August 30, 1977).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Collected Works - Serials (022)
DESCRIPTORS- *Educational Attitudes; Educational Objectives; Educational Philosophy; Elementary Secondary Education; Leadership; Public Schools; School Community Relationship; *School Role; Social Change; Superintendents
IDENTIFIERS- *Eugene Public Schools OR

National concerns in education and their implications for one local district are the focus of these remarks by a superintendent to his returning staff as he begins his fifth year in the Eugene, Oregon school district. Among the topics addressed are popular attitudes toward education, the achievements of the American educational system through the century, the need to strive for both liberty and equality in education, the threat of conformity, significant changes in society's treatment of young people, the role of the community in the individual's life, the true value of size as a characteristic of institutions, and the role of leaders in today's world. Topics specific to the public schools of Eugene include curriculum development, interactions between school staff members and students, the importance of sharing decision-making among interested parties, the benefits of appropriate appraisal of programs and people, the special education program, and the significant role that can be played by each staff member. (PGD)

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; *Distance Education; Educational Needs; Foreign Countries; Higher Education; Nontraditional Education; *Student College Relationship; Student Needs; Universities
IDENTIFIERS- Canada; University of Waterloo (Ontario)

Distance education is frequently offered by conventional universities that also serve traditional, on-campus students. These "dual-mode" institutions face several special problems, many of which go unrecognized by those responsible for overall university administration. The experience of the University of Waterloo in Ontario, which with 6,000 off-campus students has become Canada's major dual-mode university, has brought to light many of these special problems: (1) distance education programs often develop informally and never become focused, purposefully administered educational efforts; (2) distance programs all too frequently generate substantial income that benefits the institution in general but not the program or its students; (3) distance program students are frequently accorded second-class status by decisionmakers because of their low profiles on campus; and (4) those who serve distance learners often mistakenly assume that the needs of distance students are identical to the needs of those on campus. Additional problems develop when (5) dual mode schools try to adapt traditional student support services rather than create new ones; (6) the distance learner's main link with the school is an undertrained teaching assistant; and (7) distance program instructors are encouraged to pursue traditional discipline-based research but not encouraged to conduct research on aspects of distance learning or to concentrate on teaching. (PGD)

ED 265 641 EA 018 130

McKeachie, W. J.
Instructional Evaluation: Current Issues and Future Directions.
PUB DATE- Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

ED 265 655 EA 018 151

Alternative Education Programs for Disruptive Students.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Jun 84
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavior Problems; Discipline; Elementary Secondary Education; Guidance Programs; Program Content; *Program Development; Program Evaluation; *Program Implementation; *Programs; Student Behavior; Student Needs
IDENTIFIERS- *Alternatives to Suspension

This guide provides information about various types of alternative education programs that address the educational and behavioral needs of disruptive students. The programs suggested are aimed at students whose behavior is so disruptive that they must be removed from classes or from the school for varying lengths of time. These programs provide disruptive students with the special support and assistance they need to develop more responsible patterns of behavior, while helping them succeed in school and preventing them from interfering with the learning of others. The document has three major sections. The first derives a conceptual framework for developing alternative educational programs from the literature. The second describes individual program models identified as effective by the National Diffusion Network and the National School Resource Network. The third and last section describes a planning and implementation approach that might be applied to both program model selection and program implementation at the local level. The guide includes a list of general references and references on other programs for "at risk" students. (PGD)

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Grants; *Information Dissemination; *Information Networks; *Information Services; Information Sources; Information Systems; Linking Agents; Program Administration; *Program Effectiveness; Program Evaluation; Program Implementation; Reference Services; *State Departments of Education; State Programs
IDENTIFIERS- ERIC; National Institute of Education; Vermont; Vermont State Department of Education

This document comprises Vermont's final Five Year Management Report to the National Institute of Education on its Capacity Building Dissemination Project grant (1980-1985). The overall goals of the grant were (1) to develop a two-way communication network among the Vermont Department of Education, other public and private agencies, and Vermont local school districts; (2) to identify existing educational information currently available for distribution; (3) to identify, collect, and evaluate new and potential education information resources within Vermont and put them into format for widespread dissemination; and (4) to plan for future dissemination needs of the state by exploring computer-based dissemination systems. After a brief introduction, the paper discusses leadership positions and responsibilities as they evolved over the five-year period. Existing resources are described, including the ERIC system, the Vermont Educational Resource Base (VERB), equity packets, and computers. The fourth section discusses linkages with Vermont's Resource Agent Program, its Inservice Institute, the Vermont Educational Computer Technology Organization (VECTOR), and other state and federal agencies. The final section discusses plans for institutionalization of the project. Extensive appendixes provide (1) impact studies conducted during the five-year period of the grant and (2) a detailed comparative table showing results of the project. (TE)

ED 265 670 EA 018 215

Arkansas Capacity Building Dissemination Project. Final Report.
Arkansas State Dept. of Education, Little Rock. Div. of Planning and Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 12 Apr 85
NOTE- 125p.; Parts of document contain small, broken type.
GRANT- NIE-G-80-0023
LANGUAGE- English

available for diagnosing children who will eventually require some form of special education and that intervention will be beneficial to the child. Diagnosis favors teacher interaction with the student in an instructional setting over individual instrument evaluation. Intervention involves a variety of aspects which must be considered in determining effectiveness. These include the delivery agent (home based or school program) and growth dimension (academic achievement or cognitive ability). Cited studies support the validity of early assessment and the effectiveness of intervention programs at the preschool level. (CL)

ED 265 686 EC 181 375

Hofmeister, Alan M.; Ferrara, Joseph M.
Expert Systems and Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 16p.
GRANT- G008400650
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; *Computer Managed Instruction; *Disabilities; Educational History; Elementary Secondary Education; *Special Education
IDENTIFIERS- *Expert Systems

The application of artificial intelligence to the problems of education is examined. One of the most promising areas in artificial intelligence is expert systems technology which engages the user in a problem-solving diaglogue. Some of the characteristics that make expert systems "intelligent" are identified and exemplified. The rise of expert systems is reviewed, and selected present and potential applications of expert systems to the field of learning disabilities are presented, such as the development of an instructional prescription based on assessment information, the classification of students based on assessment information, and the selection of appropriate behavior management strategies based on classroom observational data. (CL)

describes each of the major steps in creating and editing the MICRO-VERS files and finally printing the required reports. Part IV, MICRO-VERS Tutorial, is intended for new users of the software package. It presents sample data similar to that encountered by the local education agency. These examples allow data entry operators to practice and familiarize themselves with the system. Part V contains appendixes. MICRO-VERS information provided includes lists of the program disk and printer disk programs, tutorial data, sample forms, and sample printouts. A glossary of terms and a list of resources and resource organizations are also appended. (YLB) planning, problem-solving, communicating, monitoring, and estimating skills necessary to plan routes. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

this series, see CE 043 245-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Career Education; *Ceramics; Competency Based Education; Core Curriculum; Foreign Countries; Job Skills; Learning Activities; Learning Modules; *Manufacturing; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS- England; *Moldmaking

This trainer's guide is intended to assist supervisors of work-based career training projects in teaching students the terms used and the stages involved in plaster mold making. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

Montana Cooperative Education Handbook.
Montana State Dept. of Public Instruction, Helena.
PUB DATE- 85
NOTE- 137p.; Appendixes AA-GG are not included in this document.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Standards; Advisory Committees; Career Guidance; College Programs; Compliance (Legal); *Cooperative Education; *Cooperative Programs; Education Work Relationship; Guidelines; Legal Responsibility; Postsecondary Education; Program Administration; Program Development; Program Evaluation; *Program Implementation; Public Relations; Secondary Education; Sex Fairness; State Legislation; *State Programs; State Standards; Student Organizations; Vocational Education
IDENTIFIERS- *Montana

This revised handbook was developed to help teachers and administrators in Montana conduct cooperative education programs. The handbook is organized in 13 sections. In narrative style, the first 11 sections cover the following topics: introduction to cooperative education, advisory committees, related instruction, coordination of activities, secondary program standards, sex equity, youth groups, public relations, evaluation, vocational guidance, and legal responsibilities. The final two sections are supplements describing cooperative education programs in postsecondary vocational education and in colleges. Twenty-one appendixes include a glossary, a list of resources, surveys and other forms, and the Montana State Univeristy Cooperative Education Program Learning Contract. (KC)

*School Effectiveness; Secondary Education; *Vocational Education; Vocational Followup
IDENTIFIERS- Roanoke County Schools VA

A major challenge confronting vocational educators is to justify programs in economic terms. The purpose of this study was to propose and implement a cost-benefit analysis model to determine the economic outcomes of secondary vocational education programs at the local level. For the study, a cost-benefit model for secondary vocational education was proposed, submitted to a panel of experts for revision, implemented, and evaluated. The model was implemented at a comprehensive high school and an area vocational center in the Roanoke County School Division, Virginia. Four visits were made by the researchers from December, 1984, to April, 1985, to the central administrative offices and to the school sites to gather data related to costs and benefits. Further, a follow-up survey was conducted to determine the monthly income earned and average number of hours worked per week by the graduates of each of four vocational programs. Based upon analysis of the data, the study concluded that the cost-benefit analysis model is usable and should be transportable to other secondary vocational settings. (In the specific implementation for this study, it was concluded that the trade and industrial program, the business education program, and the marketing and distributive education program were economically profitable, while the occupational home economics program was not economically profitable.) The field test of the cost-benefit analysis model of secondary vocational education programs with its findings and conclusions suggests that the Roanoke County model can be used to determine the economic outcomes of vocational programs and is transportable to other secondary vocational education settings. (KC)

*Program Development; Program Improvement; *Robotics; *Technical Education

Major resources exist that can be used to develop or upgrade programs in community colleges and technical institutes that educate robotics/automated systems technicians. The first category of resources is Economic, Social, and Education Issues. The Office of Technology Assessment (OTA) report, "Automation and the Workplace," presents analyses of dimensions of technological change, occupational change forecasting, and changes in instructional requirements for technology and manufacturing. "Computerized Manufacturing Automation: Employment, Education, and the Workplace," another OTA report, is an analysis of technical, economic, and social issues concerning programmable automation in manufacturing. The category of Programs, Bibliographies, and Newsletters includes "Resources for Automated Manufacturing Technologies Programs" (Doty, 1985), containing resources on organizations, agencies, electronic databases, newsletters, and exemplary technical programs located throughout the nation; Rodenstein's (1984) profiles of eight high technology cluster programs, "1983 North American Director of Robotics Education and Training Institutions"; and the newsletter, "Open Entries," which provides technical educators with an information system for exchange of competency-based curricula. The third category of Centers, Associations, and Private Firms suggests as sources of materials the Vocational Technical Education Consortium of the States; Center for Occupational Research and Development; National Center for Research in Vocational Education; a national clearinghouse for computing curriculum materials at Iona College; Rhino Robotics, Inc.; and Amatrol, Inc. (YLB)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Burnout; Incentives; *Locus of Control; *Motivation; Recognition (Achievement); *Rewards; Self Actualization; *Voluntary Agencies; *Volunteers

Volunteerism is increasing today and helps to fill in the gaps created by funding and staff cutbacks in service-oriented agencies. It is critical not only to recruit new volunteers but to retain volunteers. This study examines hospice volunteers for motivation and rewards. Previous studies have found motivations to include altruism and self-actualization and rewards to include social interaction and recognition. Forty hospice volunteers (29 females and 11 males) completed a questionnaire and Rotter's Internal-External Locus of Control Scale. Participants were asked what kinds of activity they performed and their primary reason for volunteering. Fifty-two percent cited inner-directed reasons indicating personal interest or benefit. Thirty-eight percent cited other-directed reasons indicating concern for others. Other respondents combined inner- and other-directed reasons or did not cite reasons. The hospice volunteer directors were questioned about rewards. Rewards included certificates of appreciation, banquets, service pins, bookmarks, free meals, and free parking. Little relationship was found between volunteer motivations and reward structure. Agencies could be more creative by taking into account the needs and talents of the volunteers when creating job descriptions and roles thereby probably reducing volunteer burnout. It is also probable that supervision as needed over and above the supervision regularly supplied provides the support, encouragement and rewards most valued by these volunteers. (ABL)

time, come in at least four types: (1) instruction frames designed to present goals and directions to the students, (2) information frames that present a sequence of explanations and examples about specific reading skills, (3) response frames that ask students to show what they have learned from the information frames, and (4) hint frames that provide specific explanations to students for each incorrect response that they make. While each modifiable reading software package is unique in some feature or procedure, all allow for at least some versatility and ease in creating new lessons, changing existing programs, adding or removing items from new or existing programs, and making corrections. (HOD) qualities: (1) most reading is not from books, (2) rarely is the goal of reading to learn the gist of the material, (3) the anticipated benefits are seldom simplified to the level of information or entertainment, (4) reading activities rarely occur for long time periods, (5) self-awareness of reading is remarkably low, (6) improvement in reading is assumed to be necessary, and (7) reading is not one option for acquiring information. (The report includes case studies of each individual). (HOD)

Journalism and Mass Communication.
REPORT NO.- ISBN-951-44-1800-X
PUB DATE- 85
NOTE- 128p.; Published jointly by the Schools of Journalsm, University of Stockholm and University of Tampere.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Alcoholism; *Audience Analysis; Content Analysis; Cultural Influences; *Foreign Countries; *Journalism; *News Media; *Newspapers; Programing (Broadcast); Television; Work Environment
IDENTIFIERS- *Journalism Research; *Television News

Intended for those interested in scientific research in journalism, the papers in this volume focus on conditions of journalism, journalism and reality, and methodology. The papers discuss the following topics: (1) research on the contents of newspapers and the working conditions for editorial staff; (2) the meanings and functions of audience in mass communication; (3) house organs in Yugoslavia; (4) political structure and representational form in United States and Italian television news; (5) the crisis of Norwegian journalism; (6) television news as a cultural discourse; (7) "the personal problem" or neo-moralism, alcohol and journalism; and (8) the program leader's persona in TV-information programs. (HOD)

AVAILABLE FROM- Teachers & Writers Collaborative, Department MW, 5 Union Square West, New York, NY 10003 ($9.95, plus $1.00 postage and handling for first copy, $0.50 for each additional copy).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; Elementary Secondary Education; Figurative Language; Imagery; Metaphors; *Poetry; Student Motivation; Symbols (Literary); *Teaching Methods; Writing Evaluation; Writing Instruction
IDENTIFIERS- *Poetry in the Schools

Beyond providing insights into evoking, evaluating, and encouraging children's poetry, this book may give other poets and writers insights for their own writing. The 17 chapters discuss the following topics: (1) teaching poetry in the schools; (2) relating personal memories in poetry; (3) writing poems about animals; (4) using the chant; (5) writing poems collaboratively; (6) candor and innocence; (7) energy in poetry; (8) poems with the element of surprise; (9) rhythm, rhyme, and other sounds; (10) poetic "moves" or play with meaning; (11) creating poetry with an emphasis on factual details; (12) metaphor and surreal language; (13) concision, shapeliness, and understatement; (14) adult-like thought and feeling in children's poetry; (15) empathy; (16) other methods to use in writing poetry; and (17) evaluating children's poetry. The appendix contains eight poems by such poets as Denise Levertov and William Carlos Williams. (EL)

Schools; Predictor Variables; Teacher Education; Teacher Participation; *Workshops
IDENTIFIERS- Ohio

Four different methods for disseminating materials and activities used in a program to teach middle school students about aquatic environments were compared in Ohio. Six hundred teachers elected to attend one-and-a-half day workshops, 180 teachers attended workshops requiring 10 full days' participation, 200 teachers ordered materials by mail, and 400 teachers took advantage of a museum's sponsorship of selected program activities for groups of students. Questionnaires were sent to a sample of the teachers in each group. The responses indicated that those attending the short workshops used the materials and activities at a higher rate, and introduced them to others at a higher rate, than did teachers in other groups. Participants in the museum program showed the least use. Differences among the teachers making up the groups appeared to have greater impact on use than did the presentation format. Analysis showed that teachers selecting short workshops were less likely to have master's degrees and more likely to attend professional meetings and to participate on curriculum and textbook adoption committees. They appeared more interested in the professional benefits of the workshop than in the larger number of academic credits associated with the larger workshop. (PGD)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Objectives; *Evaluation Needs; Student Evaluation of Teacher Performance; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; *Teaching Methods

The future of instructional evaluation will probably involve responding to changes in the goals of both teaching and evaluating teachers. The inadequacies of student achievement tests as measures of educational effectiveness will lead to a shift of interest away from tests and toward the abilities of students to solve problems, use learning strategies successfully, and structure knowledge. Examination of the methods teachers use to develop these abilities in students, as well as to motivate students, should be a central feature of evaluation in the future. Evaluation itself can be improved by increasing the amount of data upon which evaluations are based, including data generated by the teachers themselves; developing more reliable systems for obtaining students' responses to instruction; and maintaining a positive tone in evaluations to provide encouragement to teachers. The future of evaluation will also turn on the effects of evaluation processes on institutions in their entirety, including the effects of frequency of evaluation and the effects of evaluating teachers as opposed to curricula. (PGD)

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Grants; *Information Dissemination; *Information Networks; *Information Services; Information Systems; Program Administration; *Program Effectiveness; Program Evaluation; Program Implementation; Reference Services; *State Departments of Education; State Programs; User Satisfaction (Information)
IDENTIFIERS- Arkansas; Arkansas State Department of Education; National Institute of Education; Project AID

The goals of the Arkansas Capacity Building Dissemination Project (Project AID--Arkansas Information Dissemination) were to (1) increase the use of information for decision-making in Arkansas, (2) increase implementation of beneficial programs and practices in Arkansas schools, (3) develop a strong dissemination and communication staff at the Arkansas Department of Education (ADE), and (4) coordinate and strengthen all ADE dissemination efforts. This final project report addresses each of these goals and gives an outline of project activities and accomplishments. After a brief introduction, the three major components and activities of the project are described: building resources, building linkages, and building coordination and leadership. A detailed comparison of ADE dissemination resources before 1980 and at the conclusion of Project AID is also included. The subsequent discussion covers institutionalization of Project AID, its approach to equity issues, its effect thus far, client responsiveness and satisfaction, significant learnings about dissemination, and the establishment of collaborative relationships. Extensive appendices include a variety of related brochures, information sheets, statistics, financial reports, an annotated bibliography on parental involvement, and an end of year report for 1984-85. (TE)

ED 265 687 EC 181 377

Meyen, Edward L., Ed.

Mental Retardation: Topics of Today--Issues of Tomorrow.

Council for Exceptional Children, Reston, VA. Div. on Mental Retardation.
PUB DATE- 84
NOTE- 119p.
AVAILABLE FROM- Division on Mental Retardation, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($11.70; $9.95 member price).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *Early Childhood Education; Elementary Secondary Education; Ethics; Futures (of Society); Instruction; *Mental Retardation; Multiple Disabilities; *Public Policy; *Research Problems; *Severe Disabilities; Severe Mental Retardation; *Trend Analysis

The monograph examines issues affecting the future of handicapped people generally, and mentally retarded people specifically. E. Meyen introduces the volume and describes how the issues were identified. H. Turnbull and P. Barber, in "Perspectives on Public Policy," discuss such issues as defederalization, redefinition of handicaps, and professional ethics. R. Yoshida's "Perspectives on Research" follows with a discussion of four research topics: (1) appropriate assessment, (2) components of educational programs for mentally retarded students, (3) postschool adjustment of mentally retarded students, and (4) normalization of institutionalized mentally retarded students. "Perspectives on Severely Multiply Handicapped," including selective abortion, fetal surgery, euthanasia, and educability are examined by D. Lehr and F. Brown. Among the "Perspectives on Early Childhood Education" noted by A. Rogers-Warren and C. Poulson are family involvement, technology, and challenges in service delivery. In the final paper, "Perspectives on Instruction," J. Gottlieb and M. Alter review data on classroom effects as well as on teacher instructional behavior and curriculum considerations affecting handicapped children. (CL)

ED 265 705 EC 181 395

Amabile, Teresa M.
Social Influences on Creativity: Interactive Effects of Reward and Choice.
PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August, 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Creativity; *Motivation; *Rewards

In a test of intrinsic motivation hypothesis of creativity, 60 undergraduate women did an artistic creativity task with either the expectation of receiving a reward or no expectation of reward. Reward was crossed with choice in task engagement, such that half of the reward Ss contracted to do the task in order to receive reward, and half simply received the reward as a bonus. As expected, reward and choice interacted significantly; the lowest creativity was exhibited by subjects who had contracted with the experimenter to do the task in order to receive the reward. Results suggest that creativity can be undermined by reward that is presented as contingent upon task engagement. (Author/CL)

ED 265 706 EC 181 396

Stowitschek, Carole
Computer-Assisted Instruction: The Microcomputer as an Electronic Teacher's Aide.
PUB DATE- Mar 85
NOTE- 9p.; Paper presented at the Annual National Rural Special Education Conference (5th, Bellingham, WA, March 19-22, 1985).

ED 265 722 EC 181 712

Garnett, Katherine, Ed.; Gerber, Paul, Ed.
Life Transitions of Learning Disabled Adults: Perspectives from Several Countries. Monograph Number Thirty-Two.
World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
REPORT NO.- ISBN-939986-45-0
PUB DATE- 85
NOTE- 68p.; A part of the International Exchange of Experts and Information in Rehabilitation series.
AVAILABLE FROM- World Rehabilitation Fund, 440 East 34th St., New York, NY 10016 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adults; *Education Work Relationship; *Employment; Foreign Countries; International Programs; *Learning Disabilities; Success; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- Canada; Denmark; Germany; Great Britain; Netherlands

The collection presents six articles giving international perspectives on learning disabled (LD) adults. G. Gray begins with an analysis of "Vocational Guidance for Dyslexic School Leavers and Adults in Great Britain," in which he notes coping strategies to be used in the workplace and describes the evolution of societal attitudes to LD persons in the United Kingdom. B. Dyssegaard follows with a look at "The Transition from School to Society in Denmark." "Educational and Vocational Issues: Learning Disabled Adults in the Federal Republic of Germany" is the topic of the paper by U. Bleidick which comments upon that country's organizational flexibility as exemplified in the extension of school attendance to a voluntary 10th year. Among the "Canadian Perspectives on Youth & Adults with Learning Disabilities--1985" considered by C. Smith are views of vocational rehabilitation and barriers to success for LD people. M. Bruck adds a review of data on "The Long-Term Prognosis of Childhood Learning Disabilities: A View from Canada." In the final paper, "Learning Disabled Adults in the Netherlands: A Problem for the Future?" A. Wilmink and R.

ED 265 737 FL 015 365

Koester, Jolene
A Profile of the U.S. Student Abroad.
Council on International Educational Exchange, New York, N.Y.
PUB DATE- May 85
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Data Interpretation; Financial Support; Majors (Students); National Surveys; Program Design; Program Length; Questionnaires; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Student Employment; *Student Experience; *Study Abroad; *Travel; Volunteers

The responses of U.S. students to a questionnaire that was attached to applications for the International Student Identity Card are presented and analyzed. The data were gathered in a study of the characteristics, attitudes, financial support, prior experience abroad, and study and travel arrangements of U.S. students going abroad. After an introductory section on previous research and a description and summary of the present study, individual chapters profile, in tabular and narrative form, the U.S. student who: enrolls in a program sponsored by a U.S. institution; enrolls directly in a foreign institution; studies independently; works for pay; does volunteer work; visits family or friends; travels with family or friends; and travels educationally. Also included are a comparison between types of travelling students and an analysis of the impact of prior international experience. The International Student ID Card application, the questionnaire, and a list of references are appended. (MSE)

ED 265 738 FL 015 409

ED 265 754 HE 018 646

The Future Is Excellence. Report of the New Mexico Governor's Commission on Higher Education.

New Mexico State Commission on Postsecondary Education, Santa Fe.

PUB DATE- Dec 83

NOTE- 192p.; For a related document, see HE 018 647.

AVAILABLE FROM- Board of Educational Finance, 1068 Cerrillos Road, Santa Fe, NM 87503.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Persistence; Access to Education; College Administration; College Admission; *College Planning; College Role; *Educational Quality; Equal Opportunities (Jobs); Governance; *Higher Education; Minority Groups; Position Papers; Program Evaluation; Public Policy; Quality Control; Resource Allocation; *State Aid; State Boards of Education; State Colleges; *Statewide Planning; Teacher Salaries

IDENTIFIERS- Blue Ribbon Commissions; *Excellence in Education; Institutional Mission; *New Mexico; Public Colleges

A report on two- and four-year colleges in New Mexico is presented, including 50 recommendations of the Governor's Commission on Higher Education. An overview of higher education in the state and the different types of state-supported colleges is provided. Excellence in state institutions is discussed, with attention to governing boards; presidents and administrators; staffs; faculty teaching, research, and service; students, libraries and facilities; and alumni and private support. To address the extent of unnecessary duplication in the state, distinct roles and missions of the various kinds of institutions are delineated. Program review and quality control as mechanisms to eliminate and prevent unnecessary duplication are also considered. Attention is directed to equal opportunity for higher education and training, as well as faculty and administrative jobs. Specific concerns include admissions and retention, financial barriers, and the barriers of sex and ethnicity. Faculty and staff compensation and 1984 funding recommendations are also covered, along with current and future funding levels needed to promote excellence, and statewide and institutional governance. Appendices include five articles, a

ED 265 768 HE 019 011

Non-Credit Instructional Activities, January 1, 1985 Through June 30, 1985 with Trend Information for 1983, 1984 and 1985. State University of New York. Office of Institutional Research Research Report No. 20-85A.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

PUB DATE- Nov 85
NOTE- 375p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *College Instruction; Conferences; *Continuing Education; Financial Support; Higher Education; Institutes (Training Programs); Intellectual Disciplines; *Noncredit Courses; *State Universities; Student Characteristics; Teacher Characteristics; *Workshops
IDENTIFIERS- *State University of New York

Information on noncredit instructional activities at the State University of New York (SUNY) is presented, based on the biannual Survey of Noncredit Instructional Activities. These noncredit instructional activities require registration of participants and have a range of formats (e.g., courses, workshops, seminars, conferences, institutes). These activities are typically organized and administered by offices of continuing education, community service, adult education, innovative studies, and extension services. Included are summary reports on the number of noncredit activities and registrations by six categories: subject area, target clientele, organizing unit, instructional type (e.g., workshop, course), faculty status, funding source, and location (on- or off-campus). In addition, trend reports summarize the number of noncredit activities and registrations for four academic terms in 1984 and 1985. All noncredit courses offered at SUNY institutions are listed by subject area. Noncredit course system definitions are included, along with an explanation of codes used in the survey. The names and numbers of SUNY reports on noncredit offerings are identified. (SW)

ED 265 781 HE 019 024

Rank-Order Distribution of Administrative Salaries Paid, 1985-86. Nineteenth Annual Report.

Arkansas Univ., Fayetteville. Office of Institutional Research.

PUB DATE- 31 Dec 85

NOTE- 122p.

AVAILABLE FROM- University of Arkansas, Office of Institutional Research, 318 Administration Building, Fayetteville, AR 72701 ($10.00).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Administrators; College Administration; Comparative Analysis; *Compensation (Remuneration); Deans; Doctoral Degrees; Geographic Regions; Higher Education; National Surveys; *Salaries; *State Universities

IDENTIFIERS- *Public Colleges

Results of a survey of salaries of full-time administrators at public, doctoral-granting institutions for 1985-1986 are presented. Rank order distributions of 12-month administrative salaries are provided for 156 state universities in 49 states and 33 university systems in 27 states. Salary data for 151 universities in 47 states are also arranged into the nine regions defined by the Equal Opportunity Commission. A separate table indicates salaries paid to officers of university systems which have a separate administrative structure for multiple general academic institutions, at least one of which has doctoral offerings. Specific positions are covered under the following administrative categories: president (chancellor), academic officers, business officers, student affairs officers, administrative officers, public/relations/development officers, research officers, and deans (directors). Newly reported positions are the Dean of Dentistry, Dean of Health Professions, Dean of Public Affairs, and the combined position of Graduate Dean and Vice President of Research Services. Salaries paid for positions with a dual function are identified. To provide anonymity, the universities are not identified with their salaries, but are listed separately. (SW)

ED 265 795 HE 019 044

Halpern, Sydney Ann

Professional Schools in the American University. Comparative Higher Education Research Group. Working Paper #6.

California Univ., Los Angeles. Graduate School of Education
SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching, New York, N.Y.; EXXON Education Foundation, New York, N.Y.
PUB DATE- Nov 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; Clinical Teaching (Health Professions); College Faculty; College Instruction; Educational Change; Educational History; *Education Work Relationship; Graduate Study; Higher Education; Interprofessional Relationship; Medical School Faculty; *Medical Schools; *Professional Education; School Business Relationship; Teacher Role; Teaching Conditions; Work Environment

The structural ambiguity of American professional schools is considered, with attention to the academic branches of business and medicine. Differences in the nature of clinical-academic tensions in business and medical schools are explored, along with the structural sources of these differences. Trends within professional schools during the early twentieth century are identified and compared to arrangements resulting from the institutionalization of professional schools in the late nineteenth century. The recent reemergence of practical professionalization in business schools is linked to changes in contingencies facing American business and to efforts of management schools to remain relevant to the interests of corporations. Changes in medical faculty work roles are also addressed. Consequences of developments within professional schools for letters and science faculty are evaluated. It is noted that changes in academic work roles within the clinical departments of medical schools have been accompanied by heightened tension between medical and letters and science faculties over appointment tracks and tenure. Finally, the the work environment at professional schools is considered, along with possible impacts of employment trends on the nature of knowledge produced by disciplinary

ED 265 809 HE 019 060

Cuninggim, Merrimon; Trotter, F. Thomas

The Selection of Seminary Presidents: An Informal Guide for Trustee Search Committees.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 85
NOTE- 28p.
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($2.50 members, $3.50 non-members).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; *Administrator Selection; Churches; *Church Related Colleges; College Administration; *College Presidents; Committees; Confidentiality; Higher Education; *Leadership Responsibility; *Religious Factors; *Theological Education
IDENTIFIERS- *Search Committees

Guidelines for college governing boards who are searching for the chief executive officer for a seminary, school of theology, or divinity school are presented. The seminary president will assume most of the tasks of a president in a private postsecondary institution. In addition, important considerations for a seminary president are: attending to the constituency, the church support; instilling confidence in the faculty; acting as a ministerial model and serving as the pastor for the school community; working well with the church's governing bodies; and being a good fiscal manager and fund raiser. Initiating and organizing the selection committee are covered, including choosing committee members and determining its size, and appointing a chairperson. Major tasks of search committees are: developing a presidential profile, gathering names, screening, interviewing, choosing those to be recommended, assisting in the appointment, and keeping a record of the process. Areas that can present problems are also identified, including: confidentiality, the time involved, considering internal

ED 265 822 IR 011 894

Hood, John F.; And Others
Microcomputers in Schools, 1984-85. A Comprehensive Survey and Analysis.
Market Data Retrieval, Westport, Conn.
REPORT NO.- ISBN-0-89770-338-3
PUB DATE- May 85
NOTE- 130p.; For a brief 1982 review of the subject, see ED 235 997.
AVAILABLE FROM- Market Data Retrieval, Ketchum Place, Westport, CT 06880 ($50.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Catholic Schools; *Computer Assisted Instruction; Computer Literacy; Elementary Secondary Education; *Equal Education; *Microcomputers; National Surveys; Private Schools; Public Schools; Questionnaires; Research Methodology; School Districts; School Surveys; Tables (Data); Teaching Methods; *Use Studies
IDENTIFIERS- *Computer Uses in Education

This report of Market Data Retrieval's second comprehensive survey of microcomputers and their use in grades K-12 presents information for the 1984-85 year for public, private, and Catholic schools in the United States. The survey findings are summarized in a brief introduction, and detailed data are presented in the 37 tables and 9 maps that accompany the narrative report. Areas covered include microcomputer use by school type, micro-intensity by grade level and type of school, brand distribution, and growth trends. Findings indicate that: (1) U.S. schools are now using 630,000 microcomputers, a 75% increase over the 1983-84 school year; (2) public school use of micros (85.1%) still exceeds private (46.4%)

ED 265 835 IR 011 959

Brown, Daniel W.; And Others
Prediction of the Long Term Stability of Polyester-Based Recording Media. First Annual Report, June 1982; Second Annual Report, August 1983; Progress Report, December 1984.
National Bureau of Standards (DOC), Washington, D.C.
SPONS. AGENCY- National Archives and Records Service (GSA), Washington, D.C.
REPORT NO.- NSBIR-82-2530; NSBIR-83-2750; NSBIR-84-2938
PUB DATE- 84
NOTE- 131p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Archives; Chemical Reactions; Heating; Humidity; Longitudinal Studies; *Magnetic Tapes; *Microfilm; Plastics; *Preservation
IDENTIFIERS- Deterioration (Film); *Film Base; *Polyester

This document comprises three progress reports for a 5-year environmental aging study aimed at establishing the lifetimes of magnetic tapes and the poly(ethylene terephthalate) (PET) base of photographic and electronic film under archival storage conditions. The first annual report (1982) introduces the rationale for the project, provides background information on PET and a review of selected aging studies involving PET, and describes the scope of the current project. The second annual report (1983) provides the results with PET in the first year as well as descriptions of the second year experiments and their subsequent findings. The progress report (1984) summarizes the two annual reports, discusses their findings, proposes further research, and states conclusions for PET films. Each section of the document contains its own set of references, as well as data tables and graphs which support the study's findings. (JB)

ED 265 848 IR 011 973

Chen, Milton
Gender and Computers: The Beneficial Effects of Experience on Attitudes.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Oct 85
NOTE- 32p.; Paper presented at the Conference on Computers & Children (Ann Arbor, MI, October 1985). A project of the Education and Technology Panel of the Study of Stanford and the Schools.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; Attitude Measures; Equal Education; Hypothesis Testing; *Microcomputers; Questionnaires; Secondary Education; *Sex Differences; Sex Role; *Student Attitudes; Surveys; Tables (Data); Use Studies

A study was conducted to examine gender differences in computer attitudes and experiences of adolescents. A random, systematic sample of students (1,138) from five San Francisco Bay area high schools was surveyed for their uses of computers before and during their high school years. Four main categories of data were collected: (1) instructional and informal computer experiences of high school students; (2) students' attitudes toward computers; (3) social influences affecting computer use; and (4) student background and demographic data. Findings indicate that adolescent males had greater total exposure to computers, based primarily on higher enrollments in computer programming classes and participation in voluntary experiences, such as home computer use. Fewer gender differences were found in enrollment in classes using computers for purposes other than programming. Overall, males also held more positive attitudes of interest in, and confidence with, computers than did females. However, controlling for amount of computer experience indicated that males and females responded with similar levels of interest. Social influences, particularly those among peer groups, are explored as important factors for differential rates of participation in computer activities. It is suggested that the job of preparing male and female students for prospective career paths and helping them to realize the

ED 265 863 IR 051 381

Griffiths, Jose-Marie; And Others
New Directions in Library and Information Science Education. Final Report. Volume 2.10: Information Analysis Center Professional Competencies.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 84
NOTE- 75p.; One of 12 volumes supplementing the Final Report on this project (IR 051 371).
CONTRACT- 300-82-0152
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - General (130)
DESCRIPTORS- *Competence; Employment Patterns; *Information Centers; *Information Scientists; *Information Services; *Job Performance; Job Skills; Library Research; Occupational Information
IDENTIFIERS- Competency Identification Procedures; Competency Lists; Information Industry

This document contains validated activities and competencies needed by information professionals working in an information analysis center. The activities and competencies are organized according to the functions which information professionals in such centers perform: acquisitions; indexing/abstracting; reference; information analysis research; and organization/management support. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience). (THC)

ED 265 864 IR 051 382

ED 265 877 IR 051 420

Westbrook, Lynn
Paper Preservation: Nature, Extent, & Recommendations. Occasional Papers. Number 171.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
PUB DATE- Nov 85
NOTE- 79p.
AVAILABLE FROM- Graduate School of Library and Information Science, Publications Office, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($3.00 per issue, $13.00 year's subscription).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Books; Cooperative Planning; Librarians; Library Collections; Library Education; *Library Materials; *Library Planning; Methods; Microforms; *Paper (Material); *Preservation; Prevention; Repair
IDENTIFIERS- *Deacidification; Deterioration (Books)

This paper provides clarification of issues important to the preservation of paper materials and presents practical steps for any librarian to take in preserving the library collection. In order to deal with a manageable subsection of this complex issue, the paper concentrates on three interrelated aspects of paper preservation: the nature of the problem, the extent of the damage, and recommendations for action. An examination of the problem discusses the causes of deterioration, the validity of current scientific methods of preservation, various complicating factors, and current tools available for creating a solution. A consideration of the extent of the problem covers examining the useful life of an item, determining how many books need immediate attention, and estimating costs involved in preservation. Recommendations for future action include microforming materials, full involvement by librarians in planning, and developing local and national plans. Appendices contain a directory of supply companies, a chronology of paper from circa 105 AD to 1981, an extensive reference list, and the author's vita. (THC)

ED 265 891 JC 860 049

Schobel, Deborah A.
The Hospice Concept: Health Occupation 305.
PUB DATE- 4 Dec 85
NOTE- 46p.; Graduate seminar paper, University of California at Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Students; *Allied Health Occupations Education; Community Colleges; *Death; Health Education; Two Year Colleges; *Volunteer Training
IDENTIFIERS- *Hospices

A description is provided of "The Hospice Concept," an elective course offered as part of a two-year college health occupations curriculum. The course is designed to further the students understanding of the multiple facets of death and dying and to prepare them to be hospice volunteers. Following a course description and a glossary of terms, major course goals and long-range goals and objectives are stated, the units of instruction are outlined, and materials of instruction are listed. The bulk of the course description provides information on the goals and objectives of the individual units: (1) Introduction to Hospice Care; (2) Attitudes towards Death and Dying; (3) Stages of Death and Dying; (4) Coping with Death and Dying; (5) Types of Pain and Management; (6) Communication Skills; (7) Community Resources and Supports; (8) Role of the Hospice Volunteer; (9) Legal Issues and Answers; (10) Grief and Bereavement; (11) The Threat of Suicide; (12) Funeral Arrangements--Facts & Fallacies; (13) Review of the Literature; (14) Common Problems in Hospice Care; (15) Organization and Structure of Hospices; (16) Ethical Issues in Hospice Care; (17) Acting the Part: You as the Hospice Volunteer; and (18) Final Exam Information. Finally, course grading criteria, procedures for course revision, an instructor evaluation form, a bibliography, a recommended reading list, and examples of course handouts are included. (LAL)

ED 265 905 JC 860 075

Engler, William H.
New Jersey Community College General Education Regulations.
SPONS. AGENCY- Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- Sep 85
NOTE- 13p.; In: Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University (JC 860 072).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Board of Education Policy; Board of Education Role; *College Curriculum; *Community Colleges; Curriculum Development; *Educational Legislation; *General Education; Government School Relationship; Program Descriptions; *School District Autonomy; *State Legislation; Two Year Colleges
IDENTIFIERS- *New Jersey

The New Jersey Department of Higher Education (DHE) adopted a revised set of General Education Regulations for community colleges in April 1983. The stated purposes of the regulations were to cause students to cease taking a disproportionate number of courses in a specific discipline; to require general education courses for certificate programs; and to facilitate articulation between county colleges and state colleges. The unstated purpose of the change in regulations was to extend DHE authority over the community colleges. The new regulations actually discouraged interdisciplinary offerings and innovations by imposing a specific curricular pattern. Mercer Community College responded by suggesting steps for the future to improve the general education programs despite the permanence of the DHE distribution program, including writing across the curriculum activities, pilot interdisciplinary offerings, forums focusing attention upon the connection between technology and general societal issues, and workshops for the college's Curriculum Committee regarding general education. (LAL)

ED 265 919 JC 860 105

Martin, Margaret

Building Adaptable Basic Skills Models: Strategies for Surviving in the 80s.

PUB DATE- 6 Mar 82
NOTE- 21p.; Paper presented at the National Conference on Developmental Studies in Postsecondary Education (6th, Charleston, SC, March 6, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; *Ancillary School Services; College Faculty; Delivery Systems; *Developmental Studies Programs; Educational Technology; Organizational Communication; *Remedial Instruction; *Remedial Programs; Retraining; *Teaching Methods
IDENTIFIERS- *Rockland Community College NY

Drawing from the experiences of the remedial/developmental program at Rockland Community College (RCC), this paper suggests a series of strategies for serving the educationally disadvantaged community college student amidst the economic and political pressures of the 1980s. Introductory comments identify the objectives for the development of remedial programs as: (1) to base proposals on the realistic needs of students; (2) to prepare students to meet the competency requirements of mainstream courses or to develop competencies which will be acquired in conjunction with other courses; (3) to maintain low attrition; and (4) to accomplish these goals in a cost-effective manner. Next, the paper explores the services which should be delivered in developmental programs, and the methods of delivery that will be used. Special attention is focused on the need for caution in using new technologies to ensure that they effectively serve the clientele of developmental programs. The next section describes the diversified staffing model used at RCC in the remedial/developmental program, including information on the specific roles and responsibilities of the professional and paraprofessional staff. Examples are provided of traditional instructors moving into developmental instruction. In the next section, changes within the institutional organization and

ED 265 933 PS 015 578

Anderson, Daniel R.
The Influence of Television on Children's Attentional Abilities.
Children's Television Workshop, New York, N.Y.

PUB DATE- Dec 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attention; Attention Span; Literature Reviews; *Mass Media Effects; *Preschool Children; Preschool Education; *Research Problems; Television Research; *Television Viewing; Validity
IDENTIFIERS- *Sesame Street

The purpose of this review is to determine the scientific status of the proposition that viewing television in general or viewing "Sesame Street" in particular affects children's attentional skills, abilities, or behaviors. It has been frequently claimed that television viewing negatively affects children's attentional abilities. The most common complaint is that rapid scene changes and movements on many television programs foster short attention spans. On these grounds, "Sesame Street" is sometimes cited as negatively affecting attentional abilities in its young viewers because the program uses short segments and varied pacing. Research literatures in communication, education, medicine, and psychology were extensively searched. A total of 10 relevant studies were found, four of which dealt with "Sesame Street." The research indicates that television may affect attentional abilities in children. Contrary to claims by journalists and educators, the effects appear to be positive as well as negative. Viewing of "Sesame Street" in particular is associated with an increase in desirable attentional skills and behaviors. Because relatively few studies have examined the effects of television viewing on attention and because many of the studies have methodological shortcomings, conclusions should be considered tentative. (RH)

ED 265 948 PS 015 604

Katz, Lilian G.

The Nature of Professions: Where Is Early Childhood Education?

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 38p.; Based on a paper presented at the Early Childhood Organisation Conference (Bristol, England, United Kingdom, September 20, 1985). To be published as a chapter in Current Topics in Early Childhood Education, Volume 7, 1987, Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.
CONTRACT- 400-83-0021
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Altruism; *Child Caregivers; *Early Childhood Education; *Educational Practices; *Educational Principles; Educational Theories; *Preschool Teachers; Professional Autonomy; Professional Development; Professional Education; *Professional Recognition; Specialization; Standards; Teacher Education
IDENTIFIERS- Professional Ethics; *Professionalism

Based on the current drive toward professionalism in early childhood education and the low status and prestige afforded teachers in this field, this paper applies some of the main concepts of professionalism to the current state of the art of early childhood education. Two uses of the term "professional" are delineated: the "folk" concept and the scientific concept. The first use is explained in terms of an honorific designation, and early childhood practitioners are not seen in the public mind to have achieved the goals implicit in this concept. In the scientific conceptions of the term "profession," eight criteria must be met: social necessity, altruism, autonomy, code of ethics, distance from client, standards of practice, prolonged training, and specialized knowledge. The current status of different aspects of early childhood education is then assessed in relation to meeting these

ED 265 962　PS 015 627

Hess, Robert D.; And Others
Cultural Variations in Family Beliefs about Children's Performance in Mathematics: Comparisons among the People's Republic of China, Chinese-American, and Caucasian-American Families.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Spencer Foundation, Chicago, Ill.
PUB DATE- 86
NOTE- 46p.
GRANT- NSF-BNS-91-07542
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chinese Americans; Cross Cultural Studies; *Cultural Differences; Elementary Education; *Elementary School Students; Foreign Countries; *Grade 6; *Mathematics Achievement; Mother Attitudes; Mothers; *Motivation; Performance Factors; Whites
IDENTIFIERS- *China

This study examined family beliefs and motivation as sources for the superior performance on mathematics tests by Chinese students compared with Caucasian students in the United States. Beliefs about children's performance were examined in mothers and their sixth grade children in the People's Republic of China and in Chinese-American and Caucasian-American groups in the San Francisco Bay area. Interviews covered attributions for children's relatively high and relatively low performance in mathematics, using five options: ability, effort, training at home, training at school, and luck. Mothers were asked how they would respond to specific instances of unusually high or low performance in math. ANOVAS were run on cultural/national status, generation (i.e., mothers and children), and gender of child. Results indicated that mothers in the People's Republic of China attributed relative success to the school and low performance to lack of effort, in contrast to Caucasian mothers who blamed lack of ability and the school for low achievement. Responses of Chinese-American mothers were usually closer to those of mothers from the People's Republic of China than to Caucasian parents. (Author/DST)

Kane, Diane; Arnold, Mary
The Effect of Response Widening and Response Narrowing on IQ and Problem Solving.
PUB DATE- Mar 86
NOTE- 13p.; Filmed from best available copy. Paper presented at the Annual Meeting of the Southern Association on Children Under Six (37th, Orlando, FL, March 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Convergent Thinking; *Divergent Thinking; *Intelligence Quotient; *Preschool Children; Preschool Education; *Problem Solving

The purpose of this research was to determine what effects, if any, widening or narrowing the response repertoire has on measures of IQ and problem solving of preschool children. It was predicted that response widening, or creative/divergent thinking, would have a positive effect on IQ and problem solving. Forty-one preschool children 3 to 6 years of age were divided into three matched groups. One group was exposed to response widening tasks, while a second group was exposed to response narrowing tasks. A third group served as control. Special training with response narrowing and response widening tasks was provided for a 3-hour period twice each week for 6 weeks. The Wechsler Preschool Primary Scale of Intelligence, the Torrance Thinking Creatively with Action and Movement, the convergent ad divergent subtests of the SOI Learning Abilities Test, and the Kaufman Assessment Battery for Children were administered during pre- and post-tests. Results indicated that response widening had a positive effect on IQ, with training being most effective for younger children with average IQ scores on the pre-test. Contrary to the hypothesis, problem solving increased for all groups. (Author/RH)

ED 265 990 RC 015 609

Acrey, Bill P.
Navajo History: The Land and the People.
Central Consolidated School District No. 22, Shiprock, NM. Dept. of Curriculum Materials Development.
REPORT NO.- ISBN-0-87380-129-6
PUB DATE- 79
NOTE- 359p.; For related document, see RC 015 610.
AVAILABLE FROM- Toohnii Press, P. O. Drawer C, Shiprock, NM 87420 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Agriculture; *American Indian Culture; *American Indian History; *American Indian Studies; Cultural Awareness; Economic Change; *Federal Indian Relationship; Natural Resources; Postsecondary Education; Secondary Education; *Social Change; Sociocultural Patterns; Treaties; *United States History
IDENTIFIERS- Arizona; *Navajo (Nation); New Mexico

This textbook for high school, college, or adult readers covers the history and culture of the Navajo People from their own perspective from the coming of American control in 1846 until 1978. Topics include the last Navajo war, the Long Walk, the impact of Navajo agents on policy, early traders and flourishing of crafts, settlement of reservation boundaries, modern political changes, the New Deal, education and health concerns in the 1920's and 1930's, World War II, and current reservation issues. Footnotes follow each chapter; a bibliography of 117 books, articles, and government publications and a subject index are included. Maps, charts, and 50 illustrations, mostly black and white photographs, enrich the text. Eight United States-Navajo treaties comprise the appendices. (LFL)

ED 266 004 RC 015 628

Phillips, Kathleen R.
A Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
PUB DATE- Dec 85
NOTE- 70p.; For related document, see RC 015 629. Master of Arts paper, University of Wisconsin-Madison.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Cooperative Programs; *Correspondence Study; Dropout Characteristics; Educational Cooperation; Educational Needs; *Independent Study; *Migrant Education; Migrant Youth; Nontraditional Education; Secondary Education; *Secondary School Students; Student Needs; *Student Problems; *Supplementary Education
IDENTIFIERS- Credit Accrual; Migrant Student Record Transfer System; *Portable Assisted Study Sequence Program; Wisconsin

The paper traces Wisconsin's adaptation of the California Portable Assistance Study Sequence (PASS), a semi-independent correspondence type study program, for junior high and senior high school migrant students. Educational needs and problems of the approximately 500 migratory secondary school students who attend Wisconsin schools are described. An overview of national, state, and local migrant education funding and programs is provided and the Migrant Student Record Transfer System (MSRTS) and California PASS program are explained. The interstate coordination activities which led to the 1985 implementation of PASS and the Wisconsin-originated Mini PASS are outlined and the programs' features are described. The Wisconsin programs address migrant student needs in several ways, including compatible scheduling of work and school, academic and career counseling, social activities, respect for cultural heritage, and involvement of parents in the instructional program. Among factors necessary for program success are maintaining student motivation, preventing feelings of isolation, supporting parent involvement, coordinating interstate cooperation, and providing appropriate support services. A speech given in Spanish to 1985 migrant high school graduates is appended. (LFL)

ED 266 019 SE 046 401

Suydam, Marilyn N.
Recent Research on Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-78-0004
AVAILABLF FROM- ERIC/SMEAC, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computation; Educational Research; Elementary Secondary Education; Estimation (Mathematics); Literature Reviews; *Mathematics Education; *Mathematics Instruction; *Problem Solving; *Research Utilization; Subtraction; *Teaching Methods
IDENTIFIERS- ERIC Digests; *Mathematics Education Research

Some recent research findings with implications for improving mathematics instruction are reviewed in this report. The focus is on two topics: computation, in particular subtraction and estimation, and problem solving. Findings about each are listed, with references for each cited study included. Effective algorithms and strategies used by students are given particular importance in the computation section, while both problem characteristics and problem-solving strategies are included in the problem-solving section. (MNS)

ED 266 020 SE 046 402

ED 266 034 SE 046 419

International Cooperation in Big Science: High Energy Physics. Science Policy Study--Hearings Volume 4. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 25, 1985).

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 86

NOTE- 1,101p.; Photographs and pages containing small and light print may not reproduce well. For related documents, see SE 046 411-413 and SE 046 420.

LANGUAGE- English

EDRS Price - MF08/PC45 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Cost Effectiveness; *Costs; Financial Support; Hearings; Higher Education; *International Cooperation; *Physics; Policy Formation; Research and Development; Science Education; *Science Facilities; Science Laboratories; Sciences; *Scientific Research

IDENTIFIERS- Congress 99th; *Science Policy

Presented is the first in a series of four hearings on international cooperation in science. The focus of the hearing is international cooperation in big science, as personified by the field of high energy physics. The particular area of interest is the questions: What are the past experience and future prospects for international costsharing of the next generation of high energy physics facilities, both in terms of construction and in operation? Witnesses providing testimony and/or prepared statements concerning this question and related issues include: Satoshi Ozaki; Volker Soergel; Giorgio Brianti; James E. Leiss; Jean Sacton; and Broyce D. McDaniel. Appendices include: (1) witnesses' questions and answers for the record; (2) discussants' questions and answers for the record (discussants are Leon M. Lederman, Nicholas P. Samios, Burton Richter, Jack Sandweiss, and Maury Tigner); (3) additional statements for the record (including those by Nicholas P. Samios and Peter McIntyre); and (4) supporting documentation (including various types of annual reports related to the issues addressed). (JN)

ED 266 048 SO 016 588

Courses on Population and Development: Aspects of Technical Co-operation.

United Nations, New York, N.Y.

REPORT NO.- ST/ESA/SER.E/39

PUB DATE- 85

NOTE- 61p.; Developed by the United Nations Department of Technical - Co-operation for Development.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Course Content; Course Descriptions; *Curriculum Design; Curriculum Development; Developed Nations; Developing Nations; *Economic Development; Higher Education; Interdisciplinary Approach; International Cooperation; International Programs; *Population Education; *Technical Assistance

IDENTIFIERS- United Nations

A conceptual framework and guidelines for courses on population and development are outlined. Following an introduction, the first of five sections details the scope of a population and development course. A definition of an appropriate framework is provided and the role of population and development issues in such a course are described. Integration of population variables into the course is also considered. Section II, "Form and Content of Courses" provides a rationale and describes the curriculum. Section III, "Orientation of the Courses" is divided into subsections on senior management, middle level staff, educators and researchers, executing agents, and general information. Section IV provides recommendations for course admission requirements, and teaching requirements, and considers external conditions necessary for an effective course. The final section is devoted to the specific curriculum proposed for a course consisting of 825 hours spread over two academic years. Four instructional modules for each year are detailed. A three-page bibliography is included. (LP)

ED 266 062 SO 016 908

Power for the Future: Women in the 1980s. UNICEF News, Issue 122.
United Nations Children's Fund, New York, N.Y.
PUB DATE- 85
NOTE- 37p.; Photographs may not reproduce clearly.
AVAILABLE FROM- UNICEF, Editorial & Publications Service, 866 UN Plaza, (A-1C), New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; *Cultural Differences; *Developing Nations; *Females; Feminism; *Futures (of Society); Health Conditions; Health Needs; Social Differences; Womens Education
IDENTIFIERS- Brazil; Chad; China; Costa Rica; Nepal; Peru; Sudan; *Women in Development; Zimbabwe

Focusing on the multiple roles and situations of the world's women, this collection of articles examines the current status of women, throughout the world. In the first article, "It's Not as Simple as You Think" (John Richardson), women in Brazil and Costa Rica explain issues they face in the struggle to improve their economic and social status. In the second article, "If the Rains Don't Come" (Maggie Murray-Lee), the lives of two women in Chad illustrate the way many women there are reacting to the current African famine. Lindsey Hilsum then discusses the low priority society puts on the work of women in her editorial, "Women's Work Doesn't Count." In a fourth article, two women leaders from Burkina Faso and Peru provide testimony on their own experiences as community leaders and identify some of the tactics and qualities so important to good leadership. A fact sheet synthesizing data about the home, work, education, and health of women throughout the world, and a photo essay portraying the roles of women in various countries precedes "Give Us More Credit" (Sara Cameron and Manjula Giri), which describes the important role women in Nepal play in a program that provides credit to small farms. Remaining articles include "The Iron Rice Bowl Has Been Cracked" (Kim Lem); "Tradition Against the Law" (Sigrun Slapgard); "The Real Village Health Workers" (Wendy Wallace); "Where Mothers Make a Difference" (Diana Smith); "Laziness? Apathy? No...Anaemia" (Sue Kassirer); and an Executive

ED 266 075 SO 016 925

Adams, Clayton; And Others
Teaching about the Holocaust and Genocide. The Human Rights Series, Volume II.
New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 85
NOTE- 581p.; For volume 1, see SO 016 924. Some photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anti Semitism; Bias; *Civil Liberties; Controversial Issues (Course Content); *European History; Futures (of Society); History Instruction; International Crimes; Learning Activities; *Nazism; Primary Sources; Resource Materials; Secondary Education; Social Studies; Units of Study; War
IDENTIFIERS- *Genocide; *Holocaust

Designed to assist secondary school social studies, English, and humanities teachers as they teach about the Nazi Holocaust, the second of two volumes serves as a continuing introduction to the concept of human rights. Building on the first volume, which dealt with the roots of intolerance and persecution and precursors of the Holocaust, this volume focuses primarily on the Nazi Holocaust and its implications for our future. Because the guide is not a textbook, but rather a collection of materials and activities about the Holocaust and other examples of genocide, the learning activities are not arranged in a developmental order and may be taught in any sequence. This second volume, beginning with Unit III, examines anti-Semitism--traditional, religious, and racial; Nazi thought; the Nazi rise to power; "The Final Solution"; perpetrators and victims; responses by individual institutions and nations; and judgment, justice, and survivors. Unit IV, "Implications for Our Future," contains three sections focusing on individual choices, group choices, and connections. The bulk of the guide consists of student handouts, including time-lines, photographs, readings, memoranda, telegrams, and other primary source materials. A bibliography correlated to Unit titles

ED 265 688 EC 181 378

Swartz, Stanley L.; And Others
Current Practices in Diagnosing the Mentally Retarded.
PUB DATE- Nov 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Illinois Council for Exceptional Children (Chicago, JL, November, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adaptive Behavior (of Disabled); *Clinical Diagnosis; *Criteria; Elementary Secondary Education; *Handicap Identification; Intelligence Quotient; *Mental Retardation; *School Psychologists; Surveys

School psychologists (N=119) were surveyed regarding current practices in diagnosing children with mental retardation. Results showed a wide range of responses for diagnostic criteria. Substantial discrepancies were found in relative weight given to intelligence and adaptive behavior, IQ cut-offs and ranges, importance of various areas of adaptive behavior, adaptive behavior deficits, and academic performance deficits. The need for standardization of criteria in diagnosing mental retardation is noted, and the likely results of diagnostic variation, less than equal access to special education programs, is also discussed. (Author/CL)

ED 265 689 EC 181 379

Swartz, Stanley L.; Swartz, Janet M.
Counseling the Disabled Reader.
PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Illinois Council for Exceptional Children (Chicago, IL, November, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Computer Software; *Disabilities; Elementary Secondary Education; *Models

The paper examines the application of IMS--Instruction Management Systems--on classroom instruction with exceptional students. IMS, a computer-based material generation and record management software program which has been field tested in secondary school resource rooms in Utah and Idaho, is a unique model in that it includes aspects of both computer assisted instruction and computer managed instruction. Each of the major components of IMS are described: sequenced objectives, placement tests, worksheets (instruction, practice, mastery, and review worksheets), student progress records, and accompanying teacher manual. So far, teacher reactions to the product have been favorable, and it is possible that IMS may soon become a useful "electronic aide" in the classroom. (CL)

ED 265 707 EC 181 397

Wasserwald, Lee
De-fusing Dyslexia.
PUB DATE- 28 Jun 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Dyslexia; *Exercise; Junior High Schools; *Motor Development

The paper describes a program in which 11 dyslexic students (grades 7-8) participated in exercises designed to return the brain to its intended wholeness of function. Students were asked to contract certain specified major muscles while performing a speaking or reading task. Corrective exercises were then performed to use both brain hemispheres. Parents were asked to supervise exercises at home. Results suggested that eight Ss showed significant growth in one to six of the testing areas (including academic changes, parental observation of change, oral reading, and information retention). (CL) deGroot examine effects of structural provisions for LD students in that country. (CL)

ED 265 723 EC 181 713

The Supreme Court on Special Education: An Update.

National Association of Secondary School Principals, Reston, Va.

PUB DATE- Nov 85

NOTE- 9p.

AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 ($1.00, quantity discount available).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Ancillary School Services; Costs; *Court Litigation; *Disabilities; Elementary Secondary Education; *Lawyers; *Private School Aid; *Special Education

IDENTIFIERS- Related Services; Supreme Court

The memorandum discusses three Supreme Court decisions on special education as well as related cases decided by the U.S. Courts of Appeal. Irving Independent School District v. Tatro is the first case addressed and the implications for provision of related services under P.L. 94-142, the Education For All Handicapped Children Act, are analyzed. Specifically, the question of whether clean intermittent catheterization for a child with spina bifida constitutes a related service is examined. The second case, Burkington School Committee v. Department of Education of Massachusetts, is explored in terms of the court's ruling on reimbursements for private school placements. The final case, Smith v. Robinson, touched off a move in Congress to overturn the Court's decision limiting the ability of parents to recover attorney's fees in cases asserting the educational rights of a handicapped child. (CL)

ED 265 724 EC 181 714

Betancourt, Francisco
Puerto Rican Spanish: Linguistic Insecurity.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Error Patterns; Ethnic Groups; Grammatical Acceptability; *Language Attitudes; Language Variation; *Nonstandard Dialects; *Puerto Ricans; Regional Dialects; School Surveys; Secondary Education; *Self Esteem; Social Dialects; Socioeconomic Status; *Spanish; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Linguistic Insecurity

The three conditions given in the literature for the pervasiveness of linguistic insecurity (a speaker's attitude toward his or her own speech revealed in face to face interaction through the upward or downward shift of language forms) exist in the case of speakers of the Spanish vernacular of Puerto Rico. The conditions are: the rise of a middle class, a fossilized language curriculum, and a dialect stereotyped as inferior. A study of the latent attitudes of insecurity manifested by 104 teachers and students in 3 public high schools on the island assessed such factors as the following: the perceived social status of the students and teachers; student attitudes toward teachers as linguistic role models; attitudes about correctness and the tendency towards hypercorrection; and the prestige of language variaties spoken by various social, occupational, and national groups, including the subjects' own. The survey found the subjects to be generally insecure, particularly at the lexical level of language structure. No significant interaction of the linguistic variables related to linguistic insecurity occurred between or within the subject groups, although they showed a defensive ethnic stance about their linguistic insecurity. (Author/MSE)

ED 265 739 FL 015 410

Lyytinen, Paula
Rules in Child Language.
PUB DATE- 20 Dec 84
NOTE- 12p.; In: Pulkkinen, Lea, Ed.; Lyytinen, Paula, Ed. Human Action and Personality: Essays in Honour of Martti Takala on the

report presented to the Commission, and a list of position and issue papers presented to the Commission. (SW)

ED 265 755 HE 018 647

A Statewide Plan for Postsecondary Education in New Mexico: 1983-1987.

New Mexico State Commission on Postsecondary Education, Santa Fe.

PUB DATE- Nov 82

NOTE- 92p.; For a related document, see HE 018 646.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Education; *College Planning; College Role; Economic Factors; Educational Policy; Enrollment Trends; Financial Needs; Government School Relationship; *Master Plans; *Postsecondary Education; *Public Policy; Resource Allocation; State Aid; *Statewide Planning

IDENTIFIERS- Institutional Mission; *New Mexico

A 1983-1987 plan for postsecondary education in New Mexico is presented by the Commission on Postsecondary Education. A brief summary of postsecondary education in the state covers institutions, recent enrollment history, and state funding patterns. Assumptions about the planning context for the 5-year period are based on demographic, educational, societal, and economic factors. Recommendations are offered for (1) responding to New Mexico's environmental and economic needs, (2) access to education, (3) and resource requirements and their effective use. Specific attention is directed to: students' academic preparation; student costs; geographic access; changing needs and articulation; institutional role and mission; responsiveness to needs; public, state, and institutional roles; advances in technology; funding requirements; and partnerships in education. The Commission's recommendations were reviewed by groups and individuals throughout the state. Appendices include papers describing New Mexico's postsecondary system, the anticipated planning context for the 1980s, the rationale for selecting critical issues, and supporting data on enrollments, appropriations, instructional expenditures, students' age and ethnicity, and tuition. (SW)

ED 265 769 HE 019 012

Wood, Miriam Mason
Trusteeship in the Private College.
REPORT NO.- ISBN-0-8018-3270-5
PUB DATE- 15 Jan 85
NOTE- 180p.
AVAILABLE FROM- Johns Hopkins University Press, 701 West 40th Street, Baltimore, MD 21211 ($22.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Evaluation; *Board Administrator Relationship; Case Studies; College Administration; *College Presidents; Conflict Resolution; Governance; *Governing Boards; Higher Education; Interprofessional Relationship; Liberal Arts; Money Management; Policy Formation; *Private Colleges; *Trustees
The function of trustees is discussed, based on in-depth interviews with trustees and presidents of 10 private liberal arts colleges. After a brief overview of the trustee mandate and role and of recent attempts to redefine that role, major models of campus governance are summarized. In considering how boards diminish the presidency, attention is directed to the president as a political officer and bureaucrat, and the effect of the board's committee system. The board's evaluation of the president and sources of information about the president are also addressed. To demonstrate how difficulties between a board and president may arise and be resolved, case histories are presented of how two boards evaluated presidents. The board is also described as a discrete subunit of the collegiate organization, with a focus on the status of its members as volunteers and their reasons for serving. The role of the board chairperson, the board's financial activities, and recruitment and retention of board members are also covered. Additional topics include: three models of board behavior, the gap between policy and administration, the impact of the board on the college, and implications for theory and practice. Appendices provide information on the study methodology as well as sketches of the trustees, presidents, and 10 colleges (anonymous) that were studied. (SW)

ED 265 782 HE 019 025

Harding, Martin L.

Profiles of Enrollments and Origin of Students at Washington Public Four-Year Institutions of Higher Education for Fall Term, 1983.

Washington State Council for Postsecondary Education, Olympia.

PUB DATE- Sep 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age; *College Freshmen; *College Transfer Students; Community Colleges; *Enrollment Trends; Foreign Students; *Geographic Distribution; Graduate Students; Higher Education; *High School Graduates; In State Students; Out of State Students; Place of Residence; State Colleges; State Surveys; Undergraduate Students
IDENTIFIERS- *Public Colleges; *Washington

Fall 1983 enrollment trends for public four-year institutions in Washington State are presented in narrative and statistical formats. To address the question of where Washington's college students come from, data are provided on high school graduates, transfer students, former students, and distribution by county. Total enrollments and enrollments for six state universities are provided for entering students. Enrollment percentages by university are presented by class level (lower division, upper division, graduate or professional) for selected years (1977, 1979, 1981, and 1983). The age distribution of students for these years is also indicated. For each university, the number and percentage of students from within the state are presented, along with the total number from out-of-state and from six specific states, and the total number from Canada and from other foreign countries. Also provided are data on: the number of high school graduates and college entrants for 39 Washington counties, and participation rates of Washington graduates in community colleges and four-year colleges, by county. Profiles for each of the six universities indicate the counties from which freshmen come, representation by county for the total student body, and the Washington two- and four-year colleges from which students transfer. (SW)

subfields. A four-page bibliography is included.

ED 265 796 HE 019 045

Ruscio, Kenneth P.

Many Sectors, Many Professions. Comparative Higher Education Research Group. Working Paper #7.

California Univ., Los Angeles. Graduate School of Education

SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching, New York, N.Y.; EXXON Education Foundation, New York, N.Y.

PUB DATE- Nov 85

NOTE- 69p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Administration; College Environment; *College Faculty; College Instruction; College Role; Community Colleges; *Faculty College Relationship; Faculty Workload; *Governance; Higher Education; Institutional Characteristics; Intellectual Disciplines; Organizational Climate; Research; Scholarship; State Colleges; Teacher Attitudes; *Teacher Role; Universities

IDENTIFIERS- *Diversity (Institutional); *Institutional Mission; Research Universities

The heterogeneity within the academic profession in work arrangements, institutional governance, and academicians' values and beliefs are described. Observations are based on interviews with about 150 faculty members from 16 types of institutions and in six subject fields: physics, biology, political science, English, medicine, and business. The following assumptions are made: (1) institutional structure shapes the professorial role; (2) institutional differences operate more covertly than disciplinary differences; (3) a large division of labor exists within the professoriat; and (4) the turbulence of the United States higher education system causes some institutions to accumulate various missions that lead to idiosyncratic combinations of academics at the college. The diverse types of institutions (e.g., research universities, community colleges, elite liberal arts colleges) have different missions and serve different populations. Emphasis on faculty teaching and research roles is linked in part to institutional mission. Examples of authority arrangements at colleges indicate factors influencing faculty participation in governance. It is noted that as higher education systems divide into different work and governance settings, beliefs, attitudes, candidates, not taking women or minority nominees seriously; and not giving proper consideration to a nominee's spouse. (SW)

ED 265 810 HE 019 061

Composition of Governing Boards, 1985. A Survey of College and University Boards. AGB Special Report.

American Council on Education, Washington, D.C. Higher Education Panel.; Association of Governing Boards of Universities and Colleges, Washington, D.C.

PUB DATE- 86
NOTE- 45p.; Report made possible by a grant from Chemical Bank.
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; *College Administration; Comparative Analysis; Educational Background; *Governing Boards; Higher Education; Multicampus Colleges; Occupations; Questionnaires; *Trustees

The makeup of college and university governing boards and the characteristics of board members were studied in 1985, as an update of a 1977 survey. A total of 215 single-campus boards and 157 multicampus boards provided information that was statistically adjusted to represent the traits of the 2,200 boards governing of the nation's 3,000 nonprofit colleges and universities. In addition to determining the types and number of boards and the number of trustees, the following characteristics of trustees were assessed: occupation, sex, race/ethnicity, educational attainment, and age. Special requirements for board members (e.g., church members, alumni) were also identified. Comparisons between multicampus and single-campus boards, and between 1977 and 1985 findings were made. Appendices provide data on: the number of boards and schools by type of institutional control and student enrollments; the types of voting governing board members (e.g., proportion that come from the faculty) by type of institution; characteristics of board members; and change in the number of board members and characteristics of board members since 1977. Highlights of the 1977 survey and the 1985 questionnaire are included. (SW)

and Catholic school (63.4%) use; (3) senior high schools still lead the way with 94.6% using microcomputers, but junior high schools are now at 93.1% and elementary schools at 82.2%; (4) 94.2% of U.S. public school districts now use microcomputers for instruction (an increase of 86.1% over last year, and 41.7% over 4 years ago); (5) Apple computer remains the most common microcomputer brand, with a 50.9% share of the market; (6) Radio Shack is second with a 19.7% share and Commodore is third with 15.2%; (7) IBM had the fastest growth rate, moving to a 3.5% share of the market; (8) while the number of children sharing a computer has been reduced in both wealthy and poor schools (54 versus 73.3), wealthy schools are making improvements at a faster pace. State rankings, state profiles, and survey methodology and definitions are appended. (JB)

ED 265 823 IR 011 947

MacGregor, S. Kim
Research Issues in Computer-Assisted Learning Environments.
PUB DATE- 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Classroom Environment; *Computer Assisted Instruction; Computer Software; Elementary Secondary Education; *Equal Education; Equal Facilities; Inservice Teacher Education; Instructional Innovation; *Microcomputers; Sex Discrimination; Sex Stereotypes; *Social Environment; Student Motivation; Teacher Attitudes; *Teacher Role

This review of the research on concerns associated with the use of computers in school learning environments focuses primarily on issues related to the impact of computer technology on equity, especially the reasons for differential use of computers by boys and girls and the effects of economic disparities among schools and students; differences in philosophy of school management; differential use of computers by students with different cognitive ability (especially as related to the learning condition of locus of control); location of computers in schools; and the practice of using computers as a reinforcement for academic behavior. The

ED 265 836 IR 011 960

A Principals Guide to Instructional Television in the Classroom.
Nebraska State Dept. of Education, Lincoln. Div. of School Assistance & Support.
PUB DATE- 84
NOTE- 59p.
AVAILABLE FROM- ITV Services, Nebraska Department of Education, 301 Centennial Mall South, Lincoln, NE 68509 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Curriculum Development; *Educational Television; Elementary Secondary Education; Instructional Innovation; Instructional Material Evaluation; Models; *Program Guides; Program Implementation; Resource Materials; Skill Development; Teacher Attitudes; Teaching Guides; Teaching Methods
IDENTIFIERS- Nebraska

This resource guide is designed to help principals acquaint themselves and their teachers with instructional television (ITV) programming and to assist in the supervision of ITV use to obtain the optimum educational value for students. A brief introduction presents a rationale for the educational use of television and describes the Nebraska State Instructional Television Services Department. A checklist is provided for use in evaluating the overall system for use of ITV in a school before addressing the validity of ITV use by individual teachers. The title, class level, and a brief description are presented for each of 118 general ITV on-air programs which are available to teachers through the Nebraska system. Additional programs are also listed in eight categories: (1) foreign language; (2) guidance; (3) language arts; (4) physical education; (5) science; (6) social studies; (7) teacher inservice; and (8) vocational education. Suggestions are provided for successful classroom implementation of instructional television, and ITV Services support materials are outlined. An ITV evaluation checklist, a model for using instructional television, a diagram of the relationship of ITV to instructional skills, and copies of four different types of ITV program request forms complete the document. (JB)

ED 265 837 IR 011 961

occupational utility of computer experience remains a challenge for our schools. A three-page list of references completes the document. (JB)

ED 265 849 IR 011 974

Chen, Milton
A Review of Research on the Educational Potential of 3-2-1 Contact: A Children's TV Series on Science and Technology. A Report for the Children's Television Workshop and the National Science Foundation.
Children's Television Workshop, New York, N.Y.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jan 84
NOTE- 52p.; A product of 3-2-1 Contact.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; *Childrens Television; *Educational Television; Evaluation Methods; Formative Evaluation; Literature Reviews; Preadolescents; Public Television; Questionnaires; *Science Education; Sex Differences; Student Attitudes; Teaching Methods; *Television Research
IDENTIFIERS- *Instructional Effectiveness; Nielsen Surveys

This report discusses research related to the educational potential of 3-2-1 CONTACT, a PBS (Public Broadcasting Service) series on science and technology, which was produced by the Children's Television Workshop for a primary target audience of 8- to 12-year-olds in both home and school settings. Conducted over a 6-year period (1977-83), this research encompasses a number of different types of studies and data ranging in purpose and methodology. A discussion of the evaluation context introduces the review of the research, which is presented under the following topics or subtopics: (1) Formative Research for Seasons I & II; (2) Nielsen Ratings for Seasons I & II; (3) Other Indicators of Effectiveness (teacher's guide requests, PBS station response, reaction from the science community, collaboration with service groups, etc.); (4) Ann Arbor Study of Season I; (5) The Eriksson Study of Season II; and (6) The Oakland Study of Season II. Each section includes a discussion of the research methodology and findings. Some summaries of results indicate special areas of concern, such as image of scientists, science knowledge, appeal of program materials, sex differences, and science attitude formation.

Griffiths, Jose-Marie; And Others
New Directions in Library and Information Science Education. Final Report. Volume 2.11: Information Service Company Professional Competencies.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 84
NOTE- 75p.; One of 12 volumes supplementing the Final Report on this project (IR 051 371).
CONTRACT- 300-82-0152
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - General (130)
DESCRIPTORS- *Competence; Employment Patterns; *Information Scientists; *Information Services; *Job Performance; Job Skills; Library Research; Occupational Information
IDENTIFIERS- Competency Identification Procedures; Competency Lists; Information Industry

This document contains validated activities and competencies needed by information professionals working in an information service company. The activities and competencies are organized according to the functions which information professionals in such companies perform: project management; reference/analysis of secondary data; research, analysis, and design; marketing; and organization/management support. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience). (THC)

ED 265 865 IR 051 383

Griffiths, Jose-Marie; And Others
New Directions in Library and Information Science Education. Final Report. Volume 2.12: Library System Supplier Professional Competencies.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.

ED 265 878 IR 051 421

Crespo, Carmen; Vinas, Vicente
The Preservation and Restoration of Paper Records and Books: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-84/WS/25
PUB DATE- 85
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; *Books; Cleaning; Developing Nations; *Environmental Influences; Guidelines; Library Planning; *Paper (Material); *Preservation; Prevention; Program Design; *Program Implementation; *Repair
IDENTIFIERS- Deacidification; *Deterioration (Books); Records Management

Intended for archivists and librarians, especially in developing countries, this study details the systems and principles important in planning and implementing a program for the preservation and restoration of paper documents and books. The importance of environmental (external) causes and effects of paper deterioration are discussed as well as the characteristics of the supporting and the sustained media (paper and ink) and the inherent (internal) causes of their deterioration. Preventive methods of conservation and conservation controls are also discussed, including factors relating to building design, document storage, bindings, lighting, and humidity/temperature. The larger part of this publication focuses on restoration, and discusses criteria for restoration and the processes involved, with guidelines for their use. These include photography, cleaning, deacidification, repair of cuts and tears, drying and pressing, lamination, and assembly and encapsulation. A 48-item bibliography is provided. (THC)

ED 265 892 JC 860 060

Ostertag, Bruce A.; And Others

Services for Learning Disabled Adults in California's Community Colleges.

PUB DATE- Feb 86

NOTE- 31p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Students; *Ancillary School Services; Community Colleges; *Educational Trends; *Learning Disabilities; Needs Assessment; *Special Programs; *Student Needs; Teaching Methods; Two Year Colleges

IDENTIFIERS- *California

During the 1980's, a series of studies have been conducted to examine assessment strategies, teaching methodologies, core services, and delivery systems for Learning Disabled Average (LDA) adults in California's community colleges. Study findings included the following: (1) between 1981-82 and 1985-86, the number of formal programs for LDA adults increased from 80 to 85, while the number of students served by formal programs increased from 7,962 to 11,876; (2) tutorial services were delivered primarily in one-to-one settings in academic career and personal areas under the direction of the LDA program or external programs; (3) in 4 years, there were significant increases in support to the areas of registration services and notetaker services, and decreases in support to four areas (time extension to complete course requirements, course schedule modifications, Course curriculum revisions, and learning center availability); (4) at least 90% of the LDA referrals came from, in rank order, faculty, counselors, high schools, Department of Rehabilitation, parents/relatives, and the LDA students themselves; and (5) two tests were used by more than half of the LDA programs for identification/assessment: the Wide Range Achievement Test and the Woodcock-Johnson Psychoeducational Battery. Study findings revealed a lack of consistency in services to the LDA community college student. Research review includes a proposal for a revised definition of LDA. (EJV)

ED 265 906 JC 860 076

Cohen, Larry L.
Honors Programs in the Community College: Reality and Promise.
SPONS. AGENCY- Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- Sep 85
NOTE- 14p.; In: Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University (JC 860 072).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; College Faculty; *Community Colleges; *Faculty Development; *Honors Curriculum; Teacher Role; Two Year Colleges

An examination is provided of the limitations and the characteristics of community college honors programs. Introductory comments point to the potential of honors programs as one of the few opportunities for mid-career community college faculty desiring growth within a traditional institutional framework, while characterizing most existing programs as tiny, woefully underfunded, and of minimal impact on students and faculty. Next, specific reasons cited in the literature for starting honors programs are listed, and the emphasis on such words as "quality," "outstanding," "superior," and "scholarship" in these definitions is highlighted. After pointing to the lack of empirical data documenting the effects of honors programs on recruitment, retention and public image, the paper reviews efforts to maintain high admissions standards in these programs and the instructional modes available, including the course-centered program, the single-track or prescribed curriculum program, the core-oriented program, the individualized honors program, and the comprehensive program. Factors limiting the size of honors program enrollment are next addressed, followed by a summary of the rewards for faculty initiative provided by honors programs. This summary stresses that: (1) honors programs can be conducted at a minimal level at little cost; (2) because honors programs rely heavily on faculty initiative, the individual can make a difference; (3) faculty are afforded close contact with students and ideas; (4) claims regarding the benefits of honors programs are unlikely to be challenged by research-minded administrators in the immediate future; and (5) honors programs bring community colleges back to their initial promise of educational opportunity for all. (LAL)

structure are discussed, highlighting the areas of student assessment, counseling, and student support services. Finally, the paper outlines strategies for articulation and effective communication between the remedial/developmental staff and other personnel in the institution. (AYC)

PS

ED 265 920 PS 015 173

Marklund, Inger, Ed.
Discovery Learning and Cognitive Development--The UKU Project.
National Swedish Board of Education, Stockholm.
PUB DATE- Apr 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Cognitive Development; *Discovery Learning; Educational Research; Followup Studies; Foreign Countries; High Achievement; *High School Students; *Low Achievement; Secondary Education; *Student Attitudes; Student Responsibility; *Teacher Student Relationship
IDENTIFIERS- *Sweden

Prompted by pupil dissatisfaction and indifference, an experimental scheme of modified working routines involving approximately 500 pupils and 40 teachers was conducted in senior level classes in the Municipality of Ockero between 1976 and 1981. The purpose of the project was to transform the everyday life of school and to devise methods for experiential learning. The government sanctioned two departures from the regular order of things: free deployment of resources and the observance of an outline time schedule. The outline time schedule meant a minimum compulsory number of periods per subject. Generally, evaluation findings indicated that school work can be extensively changed without excessive alterations to existing organizational structures. More specifically, pupils with high marks were so preoccupied with the demands of upper secondary

ED 265 934 PS 015 580

Ekholm, Bodil; Hedin, Anna
Studies of Day Care Center Climate and Its Effect on Children's Social and Emotional Behavior.
PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the Symposium on Care, Rearing, Education (Farohus, Sweden, April 15-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Child Caregivers; Classroom Research; Comparative Analysis; *Day Care Centers; Early Childhood Education; *Educational Environment; *Preschool Children; *Social Behavior; Teacher Behavior; Teacher Role
IDENTIFIERS- *Sweden

School climates at 12 day care centers in Sweden were compared to investigate effects of center climates on children's social and emotional behavior. Observations and interviews conducted at the day care centers revealed differences in center climates related to child-rearing patterns, patterns of interaction, the distribution of power, and in children's social behavior. At centers in which caregivers exhibited "present-focused" working methods, children were frequently involved in free play, planned activities did not always take place as planned, adults were rather passive in their relationship to children, and children were seen often wandering around aimlessly. Children attending such centers also played less with each other and teased and rejected each other more than at "future-focused" centers. At centers in which caregivers used "future-focused" working methods, a clear daily plan and many planned activities were exhibited. Adults activated children who had nothing to do and required children to take responsibility for many situations. Consequently, children felt they were needed. Children played together more at these centers than they did at "present-focused" centers. (Examples of free play and planned activities at "present-focused" and "future-focused" centers are included.) (RH)

ED 265 935 PS 015 585

individual criteria. In a closing section, the work of several contemporary developmental researchers is cited as rich in implications for principles of education in the early years. Finally, the difficulty that the field of early childhood education experiences in producing reliable and persuasive empirical evidence for the activities of its practitioners is discussed. (DST)

ED 265 949 PS 015 605

Boswell, Jacquelyn, Ed.
The Young Child and Music: Contemporary Principles in Child Development and Music Education. Proceedings of the Music in Early Childhood Conference (Provo, Utah, June 28-30, 1984).
Music Educators National Conference, Reston, Va.
PUB DATE- 85
NOTE- 123p.
AVAILABLE FROM- Music Educators National Conference, 1902 Association Drive, Reston, VA 22091 ($14.95; no shipping charge on pre-paid orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; Early Childhood Education; Listening; *Music Education; *Play; Preschool Children; *Stress Variables; Student Participation; *Teacher Role; Theories; *Young Children
IDENTIFIERS- Aesthetic Response; Childrens Preferences; Research Results

Proceedings of the 1984 Music in Early Childhood Conference held at Brigham Young University are presented in this document. Part I contains keynote addresses; Parts II through IV, respectively, consist of reports by research teams, synopses of workshops, and abstracts of research sessions. Keynote speakers addressed a broad scope of issues related to early childhood and music education. Joe L. Frost's paper, "Toward an Integrated Theory of Play," reviewed different theories of play and play environments spanning 3,000 years. David Elkind in "Hurried Children-Stressed Children" warned that hurried children, whether "clock hurried" or "calendar hurried," often become the nation's stressed children. A contemporary state-of-the-art perspective of early childhood music achievements, practices, and research was given by Marilyn Zimmerman. Lyle Davidson presented his analysis of tonal structures

ED 265 963 PS 015 630

Cahalan, Margaret; And Others
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. National Survey. Volume I.
American Bar Association, Washington, DC. National Legal Resource Center for Child Advocacy and Protection.; Westat, Inc., Rockville, MD.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 17 Aug 83
NOTE- 298p.; For other volumes in this survey, see PS 015 631-633.
CONTRACT- 105-82-C-009
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adopted Children; *Adoption; Children; *Child Welfare; Compliance (Legal); Court Litigation; Courts; Federal Legislation; Foster Care; Hearings; National Surveys; Placement; *Program Evaluation; Program Implementation; State Legislation; State Programs; State Surveys; *Welfare Agencies
IDENTIFIERS- *Adoption Assistance and Child Welfare Act 1980; *Case Review Systems

Under the Adoption Assistance and Child Welfare Act of 1980 (P.L. 96-272), Congress outlined a case review system to assure that child welfare agencies monitor children under their care, that parental and child rights are protected, that agencies periodically report progress in implementing case plans, and that agencies work toward a permanent plan for every child in placement. The first of four volumes, this report presents the preliminary findings of the Phase II Comparative Study of Case Review Systems which focused on the dispositional hearing requirement. The study consisted of a national overview of the hearings in fifty states and Washington, D.C. and an in-depth study of the hearings in eight selected sites. The primary sources of information for the national study were telephone interviews with the state foster care administrator and one judge from each state. The data collection instruments for both parts of the study were designed to elicit information about the type of judicial review operating within the state and to specifically explore the state's status with regard to the P. L. 96-272 dispositional hearing components. Chapter topics include current status of the states; state status, change, and support for individual components of P. L. 96-272; periodic reviews and other procedures; due process and decision-making authority of

ED 265 977 RC 015 252

Migrant Services in South Carolina.
South Carolina Migrant Farmworkers Commission, Columbia.
PUB DATE- 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Resources; *Employment Services; *Federal Programs; *Human Services; Legal Aid; Migrant Education; Migrant Health Services; Migrant Housing; Migrant Programs; *Migrant Workers; *Public Agencies; *State Programs
IDENTIFIERS- Shelters; *South Carolina

Specifically organized for the use of South Carolina public and private agencies providing information and referral services to migrant farmworkers, the directory is the most current listing of federal, state, and local resources available. Federal programs of the Farmers Home Administration, applicable sections of the Social Security Act, and responsibilities of the Wage and Hour Division of the Department of Labor are summarized. Migrant services of the South Carolina Department of Agriculture, Department of Education, Department of Health and Environmental Control, State Employment Service, Migrant Farmworker Commission, Department of Labor, Department of Mental Health, Department of Social Services, State Board for Technical and Comprehensive Education, Office of the Governor, Industrial Commission, Vocational Rehabilitation Department, and Farm Bureau are identified. Other agency services described include those of the Migrant and Seasonal Farmworkers Association, Clemson University Cooperative Extension Service, Neighborhood Legal Assistant Program, East Coast Migrant Head Start Program, Rural Health Initiative Clinics, East Coast Migrant Health Project, and religious organizations. A chart outlines human services rendered, project impact area, persons served, funding amounts and sources, and project dates for 24 of the education/employment, health, religious, and legal organizations described. (NEC)

ED 265 991 RC 015 610

Acrey, Bill P.
Navajo History to 1846: The Land and the People.
Central Consolidated School District No. 22, Shiprock, NM. Dept. of Curriculum Materials Development.
PUB DATE- 82
NOTE- 172p.; For related document, see RC 015 609.
AVAILABLE FROM- Toohnii Press, P. O. Drawer C, Shiprock, NM 87420 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indian Studies; Cultural Awareness; Cultural Influences; *Intergroup Relations; *North American History; Postsecondary Education; Secondary Education; Sociocultural Patterns; *Spanish Culture
IDENTIFIERS- Anasazi (Anthropological Label); Arizona; Mexico; *Navajo (Nation); New Mexico

This textbook for high school, college, or adult readers covers major areas of Navajo history from prehistoric times to 1846 from the Navajo point of view. A brief description of pre-Navajo cultures including the Hohokam, Mogollon, and Anasazi precedes the more detailed history of the arrival of the Navajo and contact with the Pueblo peoples. History of contact with the Spanish, the missionary period, and Mexican rule is detailed and descriptions of economic, social, and cultural, aspects of the Navajo are included. The text concludes with the takeover of the Province of New Mexico by American troops in 1846. Footnotes and 31 black and white drawings, photographs, and maps amplify the text. An 86-item bibliography of books and articles and a subject index are appended. (LFL)

ED 265 992 RC 015 611

Pacheco, Sylvia
Focus on Navajo Tribal Government.
Central Consolidated School District No. 22, Shiprock, NM. Dept. of Curriculum Materials Development.

ED 266 005 RC 015 629

Phillips, Kathleen R.
The Educational Disadvantages of Junior High and High School Migrant Students in Wisconsin. Part One of a Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
PUB DATE- 85
NOTE- 15p.; Paper presented at the Annual State Superintendents Conference for Supervisors and Directors of Instruction (Madison, WI, 1985). For related document, see RC 015 628.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dropout Characteristics; Dropout Research; *Dropouts; *Educationally Disadvantaged; Educational Needs; *Migrant Education; Migrant Problems; *Migrant Youth; Secondary Education; Secondary School Students; Student Mobility; *Student Needs; *Student Problems
IDENTIFIERS- *Wisconsin

Wisconsin junior and senior high schools enroll approximately 500 children of migrant agricultural workers each year, but performance data shows that in 1982-83 twelfth grade service to migrant students was only 17% of the first grade figure. Problems which contribute to the high dropout rate of junior and senior migrant students in Wisconsin include lack of opportunity to participate in extracurricular activities, low attendance, limited English proficiency, lack of parental involvement, lack of home environment conducive to study, feelings of insecurity, responsibilities for sibling care, teenage pregnancies, early marriage, limited vocational guidance and academic counseling, and lack of coordination of class schedules, course content, textbooks, and recordkeeping between Wisconsin and homebase schools. A map of the major migrant streams is appended. (LFL)

ED 266 006 RC 015 630

Alternatives to Animal Use in Research, Testing, and Education. Summary.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

REPORT NO.- OTA-BA-274
PUB DATE- Feb 86
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Animals; Elementary Secondary Education; Ethics; *Federal Legislation; *Federal Regulation; Financial Support; Higher Education; *Laboratory Animals; Medical Education; *Medical Research; Policy Formation; *Public Policy; Science Education; *Scientific Research; Simulation
IDENTIFIERS- *Animal Welfare; Humane Education

With an estimated 17-22 million animals used in laboratories annually in the United States, public interest in animal welfare has sparked an often emotional debate over such uses of animals. Concerns focus on balancing societal needs for continued progress in biomedical and behavioral research, for toxicity testing to safeguard the public, and for education in the life sciences with desires to replace, reduce, and refine the use of laboratory animals. In 1985, the United States Congress enacted three laws that dealt with laboratory animals, including amendments to the Animal Welfare Act. This assessment analyzes the scientific, regulatory, economic, legal, and ethical considerations involved in alternative technologies in biomedical and behavioral research, toxicity testing, and education. Included is a detailed examination of federal, state, and institutional regulation of animal use, and a review of recent developments in 10 other countries. The report illustrates a range of options for congressional action in seven areas of public policy regarding animals: using existing alternatives; developing new alternatives; disseminating research and testing information; restricting animal use; counting the numbers and kinds of animals used; establishing a uniform policy for animal use within federal agencies; and amending the Animal Welfare Act. (JN)

ED 266 021 SE 046 404

Hetrick, Haydee; And Others

ED 266 035   SE 046 420

International Cooperation in Science. Science Policy Study--Hearings Volume 7. Hearings before the Task Force on Science Policy of the Committee on Science and Technology. House of Representatives, Ninety-Ninth Congress, First Session (June 18, 19, 20, 27, 1985). No. 50.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 85

NOTE- 1,147p.; Photographs and pages containing small and light print may not reproduce well. For related documents, see SE 046 411-413 and SE 046 419.

LANGUAGE- English

EDRS Price - MF08/PC46 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Financial Support; Hearings; Higher Education; *International Cooperation; *International Programs; Mathematics; Physics; Policy Formation; *Program Content; Psychology; Research Needs; *Sciences; *Scientific Research; *Technology; Training

IDENTIFIERS- Congress 99th; *Science Policy; UNESCO

These hearings on international cooperation in science focused on three issues: (1) international cooperation in big science; (2) the impact of international cooperation on research priorities; and (3) coordination in management of international cooperative research. Witnesses presenting testimony and/or prepared statements were: Victor Weisskopf; Sandra D. Toye; Walter A. McDougall; Harold Jaffe; Herbert Friedman; Joseph G. Gavin, Jr.; H. Guyford Stever; Kenneth S. Pedersen; John P. McTague (accompanied by Wallace Kornack); Charles Horner (accompanied by Jack Blanchard); John F. Clarke; Eugene Skolnikoff; and Hans-Otto Wuster. Witnesses' questions and answers are also included. Two appendices are provided. The first is the record of the briefing of the task force staff by the American Association for the Advancement of Science Consortium of Affiliates for International Programs (with these participants: Richard D. Anderson, Rita R. Colwell, Irving Engelson, Wayne Holtzman, Bryant W. Rossiter, and David S. Wiley). The second appendix (which comprises a major portion of the hearings record) is a compilation of supporting documentation. (JN)

ED 266 049 SO 016 672

Wojtan, Linda S.
A Cultural Context for Japanese Education.
Indiana Univ., Bloomington. East Asian Studies Center.
PUB DATE- 85
NOTE- 6p.; Printed on colored paper.
AVAILABLE FROM- East Asian Studies Center-Outreach Services, Memorial Hall West #203-205, Indiana University, Bloomington, IN 47405 (Free while quantity lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Comparative Education; *Cultural Influences; Curriculum; Educational Objectives; *Educational Practices; Elementary Secondary Education; Foreign Countries; Foreign Culture; Intellectual History; *Public Education; *Social Attitudes; Social Influences; Success
IDENTIFIERS- *Japan

Certain Japanese educational practices serving as worthwhile examples to the United States' educational system are highlighted in this overview of Japanese education. However, it is stressed that because the United States and the Japanese educational systems are dependent upon their social context and exist in a symbiotic relationship within that context, the United States should refrain from refashioning its educational systems on Japanese patterns of success. The article begins by tracing the history of the Japanese system up until the period following World War II when the Japanese system underwent drastic changes in efforts to become more democratic. A brief section summarizing contemporary Japanese education is followed by an examination of some its objectives and values. Three positive ways in which Japanese society shows support for its educational system are described: (1) Japanese society fosters a love of learning (a 99 percent literacy rate), promotes the notion of success through long-term goals attained by hard work, and rejoices in the celebration of music, literature, and the arts; (2) educational funding reflects the high priority placed on education; and (3) family life in Japan provides strong support for education. Focusing on positive and negative aspects of Japanese education, the final section comments on the high level of prestige and upward mobility awarded Japanese teachers, Japan's rigorous formal and informal curriculum, and Japan's heavy reliance upon an examination system. (LH)

Board update on UNICEF Women's programs. (LH)

ED 266 063 SO 016 910

Five Studies on the Situation of Women in Latin America. Estudios e Informes de la CEPAL. Second Edition.

Economic Commission for Latin America (UN), Santiago (Chile).

PUB DATE- Aug 84

NOTE- 196p.; Several tables contain small print that may not reproduce clearly.

AVAILABLE FROM- United Nations Publications, Sales Section, DC-2-866, New York, NY 10017 (Sales No.E.82.II.G.10).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Developing Nations; Employed Women; *Females; Foreign Countries; *Latin American Culture; Poverty; Public Policy; Quality of Life; Sex Role; Sex Stereotypes; Socioeconomic Status; Womens Education; *Womens Studies

IDENTIFIERS- Caribbean; *Latin America; United Nations; *Women in Development

Five studies on the situation of women in Latin America focus on (1) the integration of women in development, (2) the family as the immediate social framework of children and women, (3) some types of poor women in Latin America, (4) the educational situation of women, and (5) women in development and housework. An introductory section outlining difficulties stemming from planning, difficulties arising out of the manner in which the situation of women is depicted as a problem, and general guidelines for public policy is followed by a section focusing on specific family characteristics in Latin America and the Caribbean. Topics in this section include the family as a unit producing goods and services; the family as the object of policies, family trends and economic and social change; size, type, and composition of households; and specific situations dealing with the families of small agricultural producers, seasonal laborers, office workers, and those families in the Andean altiplano, "informal" metropolitan sector, and the Caribbeans. The section on poor women examines the education, occupation, and income status of women in Latin America. A look at the educational situation of women focuses on the economic situation between 1960 and 1970, the situation since 1975, principal problems, and suggestions for public policy. The final section examines characteristics of the employment situation concludes the guide. (LH)

ED 266 076 SO 016 928

King, Alexander
Science, Technology and the Quality of Life.
Institute for Cultural Research, Kent (England).
PUB DATE- 72
NOTE- 11p.; Based upon a lecture given under the aegis of the Institute for Cultural Research.
AVAILABLE FROM- Institute for Cultural Research, P.O. Box 13, Tunbridge Wells, Kent, TN3 0JD England (2 pounds).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Change; Environmental Standards; *Futures (of Society); Global Approach; Interdisciplinary Approach; International Cooperation; Life Satisfaction; Population Growth; Prediction; *Quality of Life; *Sciences; *Social Change; *Social Problems; Social Values; Technological Advancement; *Technology; Trend Analysis; Urban Population; Well Being
IDENTIFIERS- Interdependence; *Science and Society

In view of the changing relationship between science, technology, and the quality of life, future efforts need to be devoted to the use of new knowledge for social objectives rather than for economics and defense. The mass of problems facing society today, which to some extent are direct side effects of technological growth, appear to have three interactive and inextricable causes: (1) the increase in world population and accumulation of population in urban areas, (2) an increase in level of affluence, and (3) the unmanaged upsurge of technology which has been the agent for producing affluence and urbanization. These problems appear to have three features in common. They are global and seem to appear in any kind of society at a certain level of development irrespective of the social or political system. Second, they are extremely complex and multi-variant in economic, social, political, and psychological aspects that are difficult to disentangle. Third, they are enormously interactive. Pessimistic projections from the world model developed at Massachusetts Institute of Technology (MIT) are not merely an experiment in futurology; they are an analysis of trends that indicate what is likely to happen if present growth and policy persist. The human species approaches a moment of findamental crisis. There are ways out, but little time is left to

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Consultation Programs; *Counseling Techniques; Elementary Education; Interpersonal Competence; *Reading Achievement; *Reading Difficulties; Self Concept

The effects of a multifaceted counseling program on 22 elementary students enrolled in a remedial reading program were examined. The program featured individual and group counseling, large group exercises, and teacher support and consultation. Individual sessions incorporated play therapy techniques, group counseling involved directed interaction among group members and role playing, whole class sessions focused on social awareness and positive self-images, while consultation emphasized classroom management and alternative strategies for assisting problem children. (Author/CL)

ED 265 690 EC 181 380

Laureys, Kenneth R., Comp.
Directory of Programs Serving Children and Adults with Autism. Fifth Edition--1985.
National Society for Children and Adults with Autism, Washington, DC.
PUB DATE- Jul 85
NOTE- 28p.
AVAILABLE FROM- National Society for Children and Adults with Autism, 1234 Massachusettes Ave., N.W., Suite 1017, Washington, DC 20005 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Autism; Elementary Secondary Education; *Private Agencies; Program Descriptions; *Services

The directory lists more than 400 private programs serving persons with autism in the United States. Public school programs and state-operated Mental Retardation/Developmental Disabilities institutions have been omitted. Programs are listed by state within eight geographical regions across the nation: New England, Mid Atlantic, Deep South, Appalachia, Great Lakes, Midwest, Southwest, and the West Coast. A brief description of each program is provided to indicate the nature of services available: group home, residential program, day program, vocational center, summer camp, diagnosis and evaluation services, etc. (CL)

ED 265 708 EC 181 398

The More We Do Together: Adapting the Environment for Children with Disabilities. Monograph No. 31.
World Rehabilitation Fund, Inc., New York, NY.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
REPORT NO.- ISBN-939986-44-2
PUB DATE- 85
NOTE- 91p.; Prepared by the Nordic Committee on Disability.
AVAILABLE FROM- World Rehabilitation Fund, 400 East 34th St., New York, NY 10016 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Athletics; Communication Aids (for Disabled); Daily Living Skills; *Disabilities; Elementary Secondary Education; *Equipment; Low Vision Aids; Mobility Aids; Physical Activities; Recreational Activities; Self Care Skills; Sensory Aids; Toys; Transportation

The guide presents information on technical aids that can assist children with disabilities. Information on aids, materials, equipment, and adaptation is presented for the following topic areas: the child's room (bed, chairs and tables), the bathroom (toilet); clothes (dressing and undressing); the kitchen-dining area (eating and drinking, utensils); play and hobby (musical instruments); conveyance (wheelchairs, tandem bicycle); outdoor sports and play (winter, summer); accessibility (children's safety, dwelling adaptations); communication; adaptability (of commonly used objects) and the school. A list of suppliers is provided, followed by listings of references and resources. (CL)

ED 265 709 EC 181 399

Sources of Audiovisual Materials about Handicapping Conditions. Reference Circular No. 85-3.
Library of Congress, Washington, D.C. National Library Service for

Activities for Teaching the Gifted Across the Curriculum. 1985 Summer Institute.
SPONS. AGENCY- Jackson Education Service District, Medford, OR.
PUB DATE- Jul 85
NOTE- 69p.; Prepared by the Southern Oregon Research and Development Committee. Project also funded by the Carpenter Foundation.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Enrichment Activities; Environmental Education; *Gifted; Language Arts; *Learning Activities; Outdoor Education; Science Projects; *Talent; Theater Arts; Writing (Composition)

The document presents a collection of projects developed by teachers enrolled in a 3-week summer institute on teaching various curriculum areas to gifted students. Outlines of 11 projects begin with brief descriptive information on project title, developer(s), grade level, curriculum area, and project duration. The following projects are represented: (1) a district-wide program featuring screening processes, models of delivery, and activities to help teachers feel comfortable with creatively gifted students; (2) a project to increase teacher awareness and involvement in gifted programing; (3) science activities for third graders; (4) a project to promote leadership, decision making, creative problem solving, research, and individual and group production in fifth and sixth graders; (5) a project combining language arts and visual arts through creation of a student magazine; (6) a young writer's conference for grades 6-8; (7) study and creation of editorial cartoons with secondary students; (8) a project in leadership development and self improvement in the outdoors; (9) publication of a student literary magazine; (10) production and performance of a major musical comedy; and (11) an outdoor environmental education project for grades 4-12. Each project description touches upon objectives, teacher and student prerequisites, setting, materials/equipment, procedures, evaluation, and budget. (CL)

ED 265 725 EC 181 715

Korkmaziar, Umran; Zumberg, Marshall F.
Field Articulation: A Review of the Literature.
PUB DATE- 79
NOTE- 11p.

Occasion of His Sixtieth Birthday. University of Jyvaskyla, Finland, 1984. p238-248.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Language; *Error Patterns; *Expressive Language; *Finnish; Foreign Countries; Infants; *Language Acquisition; Language Research; Linguistic Theory; *Morphology (Languages); Nouns; Speech Habits; Verbs

A study of the use of the complex Finnish morphological rule system in 45 children, aged 20-24 months, examined the children's inflection of nouns and verbs in speech characteristic of everyday Finnish. Analysis of the correct, unanswered, and incorrect test items found six classes of errors, which were then examined for clues to the underlying psychological processes of the children's speech. The subjects were divided into three speech achievement levels for further error pattern and rule application analysis. Results indicated that the children did not apply the same rule to all morphological forms, with rule selection seemingly guided by the morphological mastery level, form-specific variables, and contextual cues of the test items. It is concluded that further research in the interaction of these variables in different contexts is needed. (MSE)

ED 265 740 FL 015 441

Bensoussan, Marsha
Aspects of Cohesion and Coherence in Context: Investigating Causes of Difficulty for Israeli University Students Reading Texts in English.
PUB DATE- 10 Jun 84
NOTE- 363p.; Ph.D. Thesis, Hebrew University, Jerusalem. Pages 331-363 are in Hebrew and consist of a summary and selected tables.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Coherence; *Cohesion (Written Composition); *College English; College Freshmen; Context Clues; Discourse Analysis; *English (Second Language); Foreign Countries; Introductory Courses; Paragraph Composition; Readability Formulas; *Reading Comprehension; *Reading Difficulties; Sentence Structure
IDENTIFIERS- *Israel

ED 265 756 HE 018 746

The Changing Functions of Higher Education: Implications for Innovation. Reports from the 1984 OECD/Japan Seminar on Higher Education.

Hiroshima Univ. (Japan). Research Inst. for Higher Education.

PUB DATE- Mar 85

NOTE- 235p.

AVAILABLE FROM- Hiroshima University, Research Institute for Higher Education, Naka-ku, Higashisenda-machi, Hiroshima City, Japan 730.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Faculty; *College Instruction; College Programs; College Role; College Students; *Curriculum Development; *Educational Change; Educational Innovation; *Foreign Countries; *Higher Education; Independent Study; Inservice Teacher Education; International Educational Exchange; Open Universities; Secondary Education; Teacher Attitudes; Technical Institutes

IDENTIFIERS- *Japan; Sweden; United Kingdom; *United States; West Germany

College curricula and instruction, differentiation, and innovation and change in American and Japanese higher education are discussed in 18 papers presented at the 1984 international seminars of the Organization for Economic Co-operation and Development (OECD). Higher education in three European countries is also addressed. Titles and authors include: "New Implications for the Educational Function of the Japanese University" (Kazuyuki Kitamura); "Curriculum and Teaching in Japanese Universities: A Report of RIHE National Surveys" (Masao Seki, Yuji Matsunaga, Fumihiro Maruyama); "Curriculum and New Forms of Teaching" (Theodor Berchem); "University Support for Independent Learning: A New Development in Inservice Education of Teaching (INSET)" (Peter Posch); "Universities and Non-University Higher Education in Japan" (Taijun Saito); "Differentiation within a Unitary Higher Education System: Some Experiences of the Swedish Model" (Ulla Ahgren-Lange); "The University as Repository of Unsolved Social Problems: Shortcomings of Human Capitalism" (Sigurd Hollinger, Walter Steinbacher); "The Differentiation between University and Other Forms of Higher Education in the United Kingdom with Particular Reference to the English Polytechnics" (J. H. Thompson); "Innovation in Japan's New-Type (Shinkoso) Universities: The Experience of Three Universities" (Shinroku Saito); "What Are the Main Innovative Features of New (Reform) Universities and Other New Institutions of

ED 265 770 HE 019 013

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Cedar Rapids, IA).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 12 Apr 85
NOTE- 107p.; Serial No. 99-6.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Eligibility; *Federal Aid; *Federal Legislation; Financial Needs; Financial Policy; Hearings; *Higher Education; Income; Private Colleges; *Public Policy; State Colleges; *Student Financial Aid
IDENTIFIERS- Congress 99th; *Higher Education Act 1965; Iowa; Reagan Administration

Recommendations and issues concerning reauthorization of the Higher Education Act of 1965 are presented in testimony from representatives of public and private colleges, students, counselors, lenders, guaranteed student loan programs, state loan and grant administrators, and student aid officials. Specific references are made to the effect of the Higher Education Act on Iowa colleges, and the effect of reductions in federal aid on access and choice in postsecondary education. The act is the primary source of federal support for colleges and universities and college students. A significant aspect of the Reagan Administration proposals is the $4,000 cap for any student receiving federal aid, including loans and work-study grants. Another proposal that is considered is placing an income ceiling of $25,000 on those who can receive the Pell Grant or campus-based aid. It is suggested that the $4,000 cap on federal aid would have a serious impact on private colleges and on high-need students attending public institutions. Additional topics include: the effect of the $4,000 ceiling on graduate and professional students, outcomes of governmental decisions to emphasize loan programs administered outside of higher education, and priorities for categorical programs that are part of the Higher Education Act. (SW)

ED 265 783 HE 019 026

Case, Karl E.; McPherson, Michael S.

Does Need-Based Student Aid Discourage Saving for College?

College Entrance Examination Board, New York, N.Y.

PUB DATE- Jan 86
NOTE- 28p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($6.00 per copy; 20% discount for 5 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Dependents; Eligibility; *Family Financial Resources; Family Income; Federal Aid; *Financial Aid Applicants; Financial Needs; Higher Education; *Incentives; Motivation; *Need Analysis (Student Financial Aid); *Parent Financial Contribution; Student Costs; *Student Financial Aid
IDENTIFIERS- *College Costs

The question of whether the availability of need-based student financial aid reduces the applicant families' incentives to save and work was assessed. Changes in the need-based aid system are also suggested. Need-based aid systems compute a family's ability to pay for college from information on the family's income and assets at the time a student applies for aid. If a family can arrange to have fewer assets (by saving less during the students' precollege years or working fewer hours) the student will generally qualify for more aid. The two systems analysed in this paper are the Pell system of federal grants and the Uniform Methodology system. It is concluded that perhaps 20% or fewer of all financial aid applicants face substantial incentives to adjust their work or savings behavior in response to the Uniform Methodology's aid incentives. Students from these families are heavily concentrated in higher cost private institutions, since they would generally not qualify for aid at lower cost places. Adverse aid incentives flow primarily from institutionally-awarded aid, but are virtually nonexistent in the largest federal grant program, Pell Grants. The following strategies are suggested: reduce the marginal taxing rates facing families in the aid system, impute assets to parents with inadequate savings, extend the time period over which families are subject to needs analysis, and encourage parental effort through "matching" of parental contributions. (SW) and ideologies of the academic profession are fragmented. A four-page bibliography concludes the paper. (SW)

ED 265 797 HE 019 046

Clark, Burton R.
The School and the University: What Went Wrong in America.
Comparative Higher Education Research Group. Working Paper #8.
California Univ., Los Angeles. Graduate School of Education
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Nov 85
NOTE- 47p.; Revision of a paper presented at the International Conference of the American National Academy of Education (1st, Stockholm, Sweden, June 1984). A version of an article appearing in "Phi Delta Kappan," February and March 1985.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; College Bound Students; *College Preparation; *College School Cooperation; *Comparative Education; Educational Objectives; Higher Education; Political Influences; Primary Education; *School Organization; *Secondary Education; Secondary School Teachers; *Teacher Education; Trend Analysis
IDENTIFIERS- United States

Problems affecting the relationship between American secondary schools and higher education are considered, and comparisons to other countries are made. Five features of American secondary schooling that undergird problems of effectiveness (as measured by international academic standards and expectations of higher education) are considered: (1) the extent to which secondary education has sought and achieved universal participation; (2) the extent to which the individual school is asked to replicate the coverage of subjects and types of students found in the system at large; (3) the close tie between primary and secondary education; (4) local control, whereby elementary and secondary school principals and teachers are watched carefully by lay chiefs and parents; and (5) a monopoly of clientele, based on geographic zoning, that typifies secondary schools. The education of secondary school teachers is also discussed in relation to the following topics: subject-matter departments of major universities, schools of education at universities, teachers' colleges located at nonuniversity institutions but which are under strong university influence, and teachers' colleges in a nonuniversity sector that

ED 265 811 HE 019 063

College & University Employees, New York State, 1984-85.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 85
NOTE- 16p.
AVAILABLE FROM- University of the State of New York, The State Education Department, Information Center on Education, Albany, NY 12234.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Faculty; *Employment Patterns; Full Time Faculty; *Higher Education; Institutional Characteristics; Middle Management; Part Time Employment; Part Time Faculty; Private Colleges; Professional Personnel; Proprietary Schools; Salaries; *School Personnel; State Colleges; State Surveys; Tenure; Two Year Colleges
IDENTIFIERS- *New York

New York State college and university personnel data for 1984-1985 are presented for various institutional classifications. Employment trend data are included by sector for 1980-1985. Data are provided on the number of full- and part-time employees by position, and the number of men and women employed by position and by institutional classification. This information is presented for the following institutional groupings: total state, total public, State University of New York, City University of New York, independent, proprietary, two-year, and four-year and higher. Data are also provided for categories within the sectors (e.g., university colleges, health sciences centers). The trend data, which is provided by position, and full- and part-time status, cover the following institutional types: public, independent, proprietary, and total state. The following positions are covered: executive, administrative, managerial; instructional faculty; other professional; and nonprofessional. Additional tables cover: tenure status and salary for instructional faculty on 9- and 12-month contracts; and the number and percent distribution of full- and part-time instructional faculty by age and sector. (SW)

effects of computer use on the social patterns of students, motivation, and the role and attitudes of teachers are also discussed. It is suggested that further research is needed to consider the effects of computer-student ratios, location and arrangement of computer-based learning environments, the design features of instructional hardware and software, and inservice teacher training models used to facilitate the implementation of the technology. It is pointed out that both qualitative and quantitative research designs are needed to provide information about the processes related to the use of computers in the learning environments and the immediate effects of computer-based learning on students. A list of references is provided. (JB)

ED 265 824 IR 011 948

Reder, Lynne M.; And Others
The Role of Elaborations in Learning a Skill from an Instructional Text: Further Findings.
Carnegie-Mellon Univ., Pittsburgh, Pa.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- TR-ONR-85-1
PUB DATE- 28 Aug 85
NOTE- 63p.
CONTRACT- ONR-N00014-84-K-0063
GRANT- NSF-BNS-03711
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Comparative Analysis; Higher Education; Hypothesis Testing; *Instructional Design; *Intermode Differences; Learning Strategies; *Microcomputers; Research Methodology; Retention (Psychology); *Skill Development; Tables (Data); Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Elaboration Theory; *Instructional Effectiveness

To examine the role of elaborations in learning a procedural skill (i.e., using a personal computer) from an instructional text, 88 members of the Carnegie-Mellon University community (students, faculty, and staff members) participated in two experiments. Experimental sessions consisted of a reading period followed by a task performance period in which subjects utilized an IBM personal computer. The first experiment compared two sources of

Soderston, Candace; German, Carol

A Study of Analogy and Person in Computer Documentation. Preliminary Report.

PUB DATE- Jul 84
NOTE- 32p.; Paper presented at the USER-bility Symposium at the International Business Machines Corporation (Poughkeepsie, NY, July 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Cognitive Processes; Communication Research; *Computer Software; Graphs; Hypothesis Testing; Questionnaires; *Recall (Psychology); Research Design; Research Methodology; *Sentence Structure; *Technical Writing; Technological Advancement; Writing Research
IDENTIFIERS- *Analogies

Over the past several years, technical communicators have been struggling to change some of the stylistic traditions inherited from scientific discourse. Rhetoricians, writing teachers, and psychologists all agree that the use of analogy and first- or second-person sentence construction make for more effective communication than the absence of analogy and the use of the impersonal third person. However, established conventions and standards sometimes preclude inserting these stylistic devices into our material. With only an intuitive feel for the use of language, our arguments lack the substantive basis with which to change the standards. In order to examine the discrepancy between theory and practice, an experiment with computer documentation was conducted to measure the effects of analogy and second-person construction in learning, and another to assess whether these same stylistic devices were annoying to subject matter experts. The use of analogy made it easier for subjects to recall information without being cued; however, it had no effect on cued recall (recognition). Computer programmers were indifferent to the use of analogy (not hostile), and they preferred the second person sentence construction to the third person. (Author/JB)

A final summary/discussion and a list of references complete the document. (JB)

ED 265 850 IR 011 975

McManus, Jack; And Others

Developing Instructional Applications at the Secondary Level. The Computer as a Tool.

PUB DATE- 85

NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Computer Assisted Instruction; *Computer Literacy; *Computer Software; *Curriculum Development; High Schools; *Inservice Teacher Education; Instructional Innovation; *Microcomputers; Programing; Research Methodology; Staff Development; Teacher Attitudes; Use Studies; Word Processing

IDENTIFIERS- Pepperdine University CA

Case studies are presented for seven Los Angeles area (California) high schools that worked with Pepperdine University in the IBM/ETS (International Business Machines/Educational Testing Service) Model Schools program, a project which provided training for selected secondary school teachers in the use of personal computers and selected software as aids to learning. The major purpose was to determine how microcomputers and software could be used to assist in the existing instructional process at the secondary level. An introduction briefly describes the IBM/ETS Model Schools program objectives, research methods, and techniques used for the case studies. Information is then presented for each of the schools, including the educational setting, microcomputer laboratory set-up, and a description of the computer applications that were developed. In addition, major issues that emerged from the project are discussed for each school: hardware, software, teacher training, time requirements, applications versus programming, school support, and school culture. Recommendations are presented for those planning or developing microcomputer programs in secondary schools, and eight applications that were developed in the IBM/ETS project are described. These applications used word processing (2), communications (1), a database management system (2), a database

PUB DATE- 84
NOTE- 59p.; One of 12 volumes supplementing the Final Report on this project (IR 051 371).
CONTRACT- 300-82-0152
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - General (130)
DESCRIPTORS- *Competence; Employment Patterns; *Information Scientists; *Job Performance; Job Skills; Library Automation; *Library Networks; Library Research; *Library Services; Occupational Information
IDENTIFIERS- Competency Identification Procedures; Competency Lists; Information Industry; *Service Providers; *Vendors

This document contains validated activities and competencies needed by information professionals working in a library system supplier organization. The activities and competencies are organized according to the functions which information professionals working in such organizations perform: research and development; marketing; customer support; and organization/management support. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience). (THC)

ED 265 866 IR 051 406

A Simple Workstation for the Conservation of Library Materials.

Southern Illinois Univ., Carbondale. Illinois Cooperative Conservation Program.

PUB DATE- Sep 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Construction Materials; *Equipment; Hand Tools; Libraries; *Library Materials; *Preservation; *Repair; *Supplies
IDENTIFIERS- *Illinois Cooperative Conservation Program; Workstations

The first step in designing a work station that is appropriate for both the maintenance and repair of library materials is to determine procedures likely to be necessary based on the nature of

ED 265 879 IR 051 422

Humphreys, Betsy L.; And Others
Preservation of the Biomedical Literature: A Plan for the National Library of Medicine.
National Library of Medicine (DHHS/NIH), Bethesda, Md.
PUB DATE- Oct 85
NOTE- 131p.
AVAILABLE FROM- Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (Order #PP05, $15.00, prepayment required).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biomedicine; Environmental Influences; *Library Collections; Library Facilities; *Library Materials; *Library Planning; Medical Libraries; *Preservation; Program Design; Program Implementation
IDENTIFIERS- *National Library of Medicine MD

Established in 1956, the National Library of Medicine (NLM) was charged to acquire and preserve books, periodicals, prints, films, recordings, and other library materials pertinent to medicine. Since the establishment of the NLM, significant effort has been devoted to carrying out preservation responsibilities. In 1983, the Library Operations (LO) senior staff included the development and implementation of a preservation program of the biomedical literature as one of four broad objectives in the LO 1984-88 strategic plan. A senior preservation planning team was appointed to analyze the state of the NLM collections, its environment, and use, and to present available options for preservation. The planning process used for this project was modeled on a self-study procedure developed by the Office of Management Studies (OMS) of the Association for Research Libraries (ARL) and described in "Preservation Planning Program: An Assisted Self-Study Manual for Libraries." This report documents the team's findings and presents a recommended plan of action for the library. Following an introduction and executive summary, the report covers: collection condition, physical facilities and environment, collection use and maintenance, present level of preservation activity at NLM, current state of preservation technology, external factors affecting NLM's preservation plan, and recommended strategies for preservation. Six appendices are included: a background paper; a list of task force members; procedures used in surveying the physical condition of the collection; indoor pollutant measurements of sulfur dioxide, nitrogen dioxides, and ozone; draft preservation policy; and

ED 265 893 JC 860 063

Spiwak, Rand S.

Financial Management: Cash Management Practices in Florida Community Colleges.

Florida Univ., Gainesville. Inst. of Higher Education.

PUB DATE- Feb 86
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Finance; Finance Reform; *Financial Policy; *Money Management; Questionnaires; *School Policy; State Surveys; Two Year Colleges
IDENTIFIERS- *Florida

A study was conducted to identify those variables appearing to affect cash management practices in Florida community colleges, and recommend prescriptive measures concerning these practices. The study methodology included informal discussions with the chief fiscal officers of each Florida community college and appropriate state board staff, followed by a questionnaire survey of the college fiscal officers. Study findings, based on a 100% survey response rate and analyses of state financial and census data, revealed the following as the primary affecting variables: (1) relative community college size with respect to enrollment, service area population, funding, and banking facilities; (2) efficient investment use of community college assets; (3) use of proportionally large fund balances to improve investment performance rather than the magnitude of the fund balance itself; (4) perceived levels of training with respect to actual investment performance; (5) the investment instrument and its proper use based upon investment amount, time period, and market conditions; (6) the use of banking contracts to provide banking success; (7) aggressive placement of investable funds to improve investment performance; (8) the length of the investment instrument; (9) the deferral of payments with respect to discount terms and public reaction; (10) interest bearing checking accounts; and (11) pooled investment sources. The study report includes recommendations for the improvement of cash management practices and the survey instruments. (LAL)

ED 265 907 JC 860 077

Popel, George
Requiring Microcomputers in Community Colleges.
SPONS. AGENCY- Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- Sep 85
NOTE- 9p.; In: Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University (JC 860 072).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; *Computer Assisted Instruction; *Computer Literacy; Computer Oriented Programs; Educational Change; *Microcomputers; Two Year Colleges; Two Year College Students

It is argued in this paper that "somehow" microcomputers must become a mandatory part of a community college education. For many reasons, microcomputers are flooding the college campus. The most important of these reasons is the recognition that computers are as relevant to the humanities and social sciences as they are to the physical sciences and engineering and that they will help student learning in all fields when used in a meaningful way. Though there are numerous examples of instructors devising innovative uses for computers in classes in management, drama, sociology, philosophy, and writing, there are educators who are opposed to computer fluency requirements. Some of these reasons are based on myths about computers undermining the art of the written word and eliminating personal interaction between student and teacher; beliefs that microcomputers will return instruction to repetitious drill-and-practice memorizing; and the vision of the computer user as isolated from human contact. Though evidence indicates that these perceptions and fears are unfounded, real problems unique to the community college exist. The characteristics and attendance patterns of typical community college students make it unreasonable and unacceptable to expect many of these students to purchase a microcomputer. Community colleges can promote the computer literacy of their students if they provide access to microcomputers for all part-time and freshman students, and require sophomores to own their own computers. (LAL)

school that they did not dare devote time to projects according to interest. Low achievers tended more often to opt for project work, including leisure activites which might give them a feeling of success. Follow-up findings show that nearly all of the low achievers had jobs, even though unemployment is particularly high in their age group. Three-fifths of students participating in follow-up interviews had a positive view of their free choice experience, one-fifth were doubtful, and one-fifth were negative. (RH)

ED 265 921 PS 015 252

Improving Child Care Services: What Can Be Done? Hearings before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session. (September 5, 6, 1984).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 85

NOTE- 953p.; Many pages contain small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06013-1, $20.00).

LANGUAGE- English

EDRS Price - MF06/PC39 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Child Abuse; Child Neglect; Comparative Analysis; *Costs; *Day Care; Early Childhood Education; Educational Quality; Employed Parents; Employer Supported Day Care; Family Income; Family Life; *Federal Government; Fees; *Government Role; Hearings; Intervention; National Surveys; *Outcomes of Education; Parent Child Relationship; Politics of Education; Program Effectiveness; *Public Policy; School Age Day Care

IDENTIFIERS- Congress 98th

These hearings of the Select Committee on Children, Youth, and Families mark the end of the hearing stage of the bipartisan child care initiative--the most in-depth congressional look at child care in a decade. Testimony and recommendations were given by representatives of business, labor, education, religious groups, child welfare and women's groups, as well as state and local elected officials, physicians and psychologists, and those who provide nonprofit and proprietary care. Issues specifically addressed included (1) the affordability, availability, and effectiveness of current child care provisions throughout the

Baskin, Linda
Teaching Early Childhood Educators and Other Adults How to Use Computers.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-83-0021
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Adult Learning; Early Childhood Education; *Microcomputers; Student Attitudes; *Teacher Education; Teacher Role; *Teaching Methods
IDENTIFIERS- *Computer Uses in Education; *ERIC Digests

Guidelines for teaching early childhood teachers and other adults about computers and their use are offered. Discussion focuses on how attitudes of the adult learner can impede learning, how the trainer can encourage teachers and other school personnel to learn about computers, and the trainers' "invisible agenda" of educational goals that supplements the program of formal instruction. Trainers are advised to vary the pace and rhythm of instruction; avoid jargon while introducing basic concepts; encourage the development of useful computer habits by learners; recognize that, for adults beginning to learn about computers, memorization of routines is not as effective a strategy as understanding the program; provide explicit models for understanding concepts; and suggest strategies for continued learning. (RH)

ED 265 936 PS 015 586

Burton, Christine B.
Children's Peer Relationships.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86

used in songs by preschool children. Barbara Andress contrasted structured musical experiences with exploratory-based activities and addressed the practitioner's need to use age-appropriate materials. Reports by three research teams comprised of music educators and early childhood specialists focused on (1) expanding the music listening preferences of 3- and 4-year-olds by fostering recognition of and responsiveness to selected works of music; (2) recent research on young children and its implications for teaching and development as well as for music education; and (3) nurturing and assessing aesthetic response in preschool children. Workshops explored stages of children's movement to music, multicultural music materials for early childhood, the play songs of Japanese children, music in family and family-like settings, social learning through music and other activities, young children's spontaneous singing, nurturing creative behavior in early childhood, cultivating music awareness, a parent/toddler music program, procedures for training the singing voice of young children, and learning styles. Topics of research sessions were the role of music in child development, historical reasons for teaching music to young children, music and language learning in early childhood, observations of music babble in young children, children's understanding of pitch and pitch relations, children's figural and metric understanding of rhythm, the nature and structure of rhythm, naturalistic observation of young children's musical behaviors, influences of home and family on musical opportunities of educationally advantaged young children, and preschool children's spontaneous songs. (RH)

ED 265 950 PS 015 611

Lewis, Maryfrances; And Others
Children, Get a Headstart on the Road to Good Nutrition.
Montclair State Coll., Upper Montclair, NJ. Life Skills Center.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 85
NOTE- 728p.; Many pages are printed on colored paper.
CONTRACT- 105-85-1527
LANGUAGE- English
EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Day Care; Early Childhood Education; *Eating Habits;

dispositional hearings; impact and problems in implementing and recommendations of agency and court respondents; and preliminary conclusions and issues to be addressed. Extensive tables and appendices are provided, including the agency and court questionnaires used in the study. (DST)

ED 265 964 PS 015 631

Cahalan, Margaret; And Others
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Structure and Operation of Dispositional Hearings in Selected States. Volume II.
American Bar Association, Washington, DC. National Legal Resource Center for Child Advocacy and Protection.; Westat, Inc., Rockville, MD.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 17 Aug 83
NOTE- 339p.; For other volumes in this survey, see PS 015 630-633.
CONTRACT- 105-82-C-009
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adopted Children; *Adoption; Children; *Child Welfare; Compliance (Legal); Court Litigation; Courts; Decision Making; Federal Legislation; Hearings; Placement; *Program Evaluation; Program Implementation; State Legislation; State Programs; State Surveys; *Welfare Agencies
IDENTIFIERS- *Adoption Assistance and Child Welfare Act 1980; Arizona; California (San Francisco County); District of Columbia; Louisiana; Montana; North Dakota; South Carolina; Vignettes; Virginia

Under the Adoption Assistance and Child Welfare Act of 1980 (P. L. 96-272), Congress outlined a case review system intended to assure that child welfare agencies deal directly with various aspects of child placement. The second of four volumes, this document presents case study descriptions of the hearings within the context of the case review system in each of the eight states visited. The studies illustrate the variety of state responses to the dispositional hearing components of P. L. 96-272. In particular, they demonstrate the interaction between hearing implementation and the review system operating within a state prior to P. L. 96-272. The sites visited were all in the process of making significant changes in

ED 265 978 RC 015 261

Henderson, Karla, Comp.
"Better Camping for All" through Research. Proceedings of the Annual Meeting of the Camping Research Section of the American Camping Association (Atlanta, Georgia, March 13, 1985).
PUB DATE- 85
NOTE- 20p.; For the 1984 proceedings, see ED 245 852.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; Attitude Change; *Camping; Continuing Education; Counselor Attitudes; Experiential Learning; Females; Higher Education; Labor Turnover; Leaders; Linking Agents; *Outdoor Education; Participant Observation; Participant Satisfaction; *Program Effectiveness; *Program Evaluation; Research Methodology; *Resident Camp Programs

Eight abstracts provide key points of papers presented at the 1985 meeting of the Camping Research Section of the American Camping Association. Topics discussed were: the effects of a one-week resident camp experience on environmental attitudes, goals and accomplishments of the National Outdoor Education Consortium for Research and Evaluation, the effectiveness of participant observers as a research technique for camping, attitudes influencing a counselor's decision to return to work at a camp, the status of women outdoor adventure leaders in the United States, continuing education for camp directors, evaluation of successful program components, and the nature of the camping experience for 8- to 10-year-old girls. (JHZ)

ED 265 979 RC 015 512

Health. Louisiana MSRTS Manual. Bulletin 1711.
Louisiana State Dept. of Education, Baton Rouge. Bureau of Migrant Education.
PUB DATE- 85
NOTE- 64p.
LANGUAGE- English

SPONS. AGENCY- Office of Indian Education (ED), Washington, D.C.
PUB DATE- 84
NOTE- 26p.; Small print in map may affect legibility.
AVAILABLE FROM- Toohnii Press, P. O. Drawer C, Shiprock, NM 87420 ($.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administrative Organization; Agencies; American Indian Education; *American Indian Reservations; American Indians; *American Indian Studies; Civics; Elementary Secondary Education; *Governance; Government (Administrative Body); *Governmental Structure; Local Government; Maps
IDENTIFIERS- *Navajo (Nation); *Tribal Government

Navajo Tribal Government is explained in a booklet for ninth grade civics students. The booklet emphasizes basic information drawn from the Navajo Tribal Code and includes a pre-post test and teacher, group and individual activities which stress finding, organizing, and communicating information. The three branches of tribal government--legislative, executive and judicial--are explained. Black and white illustrations and special typographical features help define relationships among the government agencies. Information is presented in outline and question-answer formats with large print. Photographs of past and present tribal chairmen and a detailed map of the Navajo reservation supplement the booklet. (LFL)

ED 265 993 RC 015 612

Barker, Bruce O.
Efforts to Improve the Preparation of Teachers for Rural Schools.
PUB DATE- 86
NOTE- 12p.; Paper presented at the Annual Conference of the Southwest Educational Research Association (Houston, TX, January 30-February 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Research Needs; *Rural Education; Rural Environment; *Rural Schools; *Rural Urban

Studstill, John
Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students.
Georgia State Univ., Atlanta. Center for Urban Research and Service.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta.; Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 85
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cultural Awareness; *Curriculum Development; Educational Philosophy; Elementary Secondary Education; Instructional Materials; Migrant Children; *Migrant Education; Migrant Youth; *Program Development; *Self Concept; *Self Esteem; Socioeconomic Influences; Student Needs; Supplementary Education; Teacher Attitudes; Teacher Influence; *Teaching Methods
IDENTIFIERS- Culture of Poverty

This manual for educators and administrators explores current educational research on self-concept and self-esteem, relates this research to migrant education, and offers a rationale for and examples of activities, techniques, and philosophies to enhance self-perception. Emphasis is placed on understanding of socioeconomic causes of migrant problems and correct attitudes toward self-perception enhancement. Problems which undermine self-perception in migrant students are detailed, including teachers' "Missionary Mentality," fallacies of offering equal educational opportunity to all, the "culture of poverty" theory, and language differences. Guidelines for educators of migrant students include remembering the social and cultural genesis of student problems and not blaming the victim, helping migrant families agitate for social reform and compensatory help, studying ways to transform schools to adapt to the students' needs as well as helping students adapt to school. Suggestions are offered for curricula which provide information about the migrant way of life, civil rights, and publications/organizations for migrants, and which teach ways for migrants to solve social and economic problems through their own efforts. Examples of student decision-making models and integration of families into school activities are offered. Teaching techniques to enhance self-perception are described and two lesson samples are included. Source materials are listed throughout the text and in the bibliography. (LFL)

A Profile of the Woman Engineer, 1984.
Society of Women Engineers, New York, N.Y.
PUB DATE- 85
NOTE- 14p.
AVAILABLE FROM- Society of Women Engineers, 345 East 47th Street, New York, NY 10017 ($5.00 members; $10.00 non-members).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Degrees (Academic); *Employment; Employment Level; Employment Statistics; *Engineering Education; *Engineers; *Females; Higher Education; Profiles; *Salaries; Science Education

This biennial report is based on responses from 2,112 of the 4,453 non-student members of the Society of Women Engineers (SWE) who were surveyed during the winter of 1983-84. All responses to the survey questionnaire (included in an appendix) were considered in the data analysis. Any woman with an engineering degree, holding state engineering registration as a professional engineer, or currently working in the engineering field was included. The later group consisted mostly of individuals with a degree in mathematics, physics, chemistry, or other science fields. Conclusions drawn are based, in part, on trends indicated in past surveys. Statistics found pertain to: educational level and degree fields; employment information (current status, type of employer, product or service, job functions, supervisory functions); salary information; and general characteristics (membership grade, age of members, marital status and children, registration and technical societies, geographical location). The typical woman engineer described in this profile is about 27 years old, holds a bachelor's degree in mechanical engineering, lives on the west coast of the United States, works full-time in private industry, and is most likely to be married without children. Since not all women engineers are typical, similarities and differences obtained in the survey are noted and discussed. (JN)

ED 266 022 SE 046 405

Lee, Lynda N.; And Others
Remedial Math at the College Level: A Pilot Study.
PUB DATE- 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November, 1985).

ED 266 036 SE 046 421

Shavelson, Richard J.; And Others
Teaching Mathematics and Science: Patterns of Microcomputer Use.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-8330-0595-2; Rand-R-3180-NIE/RC
PUB DATE- Mar 84
NOTE- 50p.
CONTRACT- 400-82-0006
AVAILABLE FROM- The Rand Corp., 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Software; Educational Research; Elementary Secondary Education; *Inservice Teacher Education; *Mathematics Education; Mathematics Instruction; *Microcomputers; *Science Education; Science Instruction; Surveys; Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- Mathematics Education Research

This study of "successful" teachers' microcomputer-based mathematics and science instruction had three objectives: (1) to describe how teachers who were nominated by their peers as "successful" microcomputer-using teachers use the technology for instruction; (2) to describe how these uses vary as a function of teacher characteristics and district, school, and classroom contexts; and (3) to make recommendations based on these teachers' suggestions for educating teachers in the instructional uses of microcomputers and for developing courseware that serves teachers' pedagogical aims. Sections in the report after the introduction include: theoretical framework, method, patterns of microcomputer-based instruction, teachers' attitudes and knowledge and teaching contexts, staff development for microcomputer-based instruction, characteristics of teacher-friendly courseware, and conclusions and recommendations. A bibliography is included. (MNS)

ED 266 050 SO 016 684

Charter of the United Nations and Statute of the International Court of Justice.

United Nations, New York, N.Y. Office of Public Information.

PUB DATE- 80
NOTE- 47p.; For other publications included in the "UNA-USA Model UN Survival Kit," see SO 016 685-687.
AVAILABLE FROM- United Nations Sales Section, New York, NY 10017 (Sales No. DPI/511, $1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Conflict Resolution; *Governance; Government (Administrative Body); International Cooperation; International Law; International Relations; Peace; Policy Formation; Trustees; World Affairs; World Problems
IDENTIFIERS- *United Nations

The Charter of the United Nations is divided into 19 chapters. Following a preamble, Chapter I outlines the purposes and principles of the organization; Chapter II, the membership; and Chapter III, organization. Chapter IV describes the composition, functions, powers, and voting procedure of the General Assembly. Chapter V outlines the functioning of the Security Council. Settlement of disputes is the topic of Chapter VI. Chapter VII focuses on United Nations actions with respect to threats to peace. Regional arrangements are described in Chapter VIII and international economic and social cooperation in Chapter IX. Workings of the Economic and Social Council are detailed in Chapter X; non-self-governing territories in Chapter XI; the international trusteeship system in Chapter XII; and the Trusteeship Council in XIII. Remaining chapters are devoted to the International Court of Justice, the Secretariat, miscellaneous provisions, transitional security arrangements, amendments, and ratification. The Statute of the International Court of Justice outlines the organization of the Court, the competence of the Court, procedure, advisory opinions, and the amendment procedure. (LP)

between 1960 and 1970, recent developments, principal problems, and recommendations for action. For each study, guidelines are presented for establishing priorities, strategies, and policy measures that might help improve the situation of women in Latin America. (LH)

ED 266 064 SO 016 913

Hope for Tomorrow: A Booklet of Questions and Answers. The United Nations for Young People.
United Nations, New York, N.Y.
REPORT NO.- DESI.E114
PUB DATE- Jun 85
NOTE- 20p.; Produced by the United Nations Department of Public Information,Division for Economic and Social Information.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Instructional Materials; International Cooperation; *International Organizations; *International Programs; Junior High Schools; Orientation Materials; Secondary Education; *World Affairs
IDENTIFIERS- International Youth Year; *United Nations

Suitable for junior and senior high school students and presented in a synthesized, easy-to-read format, this booklet includes more than 80 questions and answers relating to the United Nations. With the U.N. proclamation of 1985 as International Youth Year serving as an underlying theme, the booklet begins by outlining U.N. activities during International Youth Year. After reading the series of questions and answers, students obtain a simplified profile of the world's total population of young people between the ages of 15 and 24. Questions examine facts about the poorer countries of the world relating to population growth, health conditions, and educational opportunities. An overview of the U.N. includes brief statements about what the U.N. is, how countries become members of the U.N., how the U.N. operates, how the U.N. goes about solving problems like drought and famine in Africa, and limitations of the U.N. Questions then focus on the role of the Security Council, the General Assembly, and a number of specialized U.N. organizations. Historical questions about the U.N. are then answered, followed by questions about the oldest and youngest U.N. organization, the U.N. budget, the number of people working for the U.N., the number of languages spoken, the "Group of 77," the role initiate the basic changes in human objectives, motivation, and behavior that are necessary if man is to survive. (LH)

ED 266 077 SO 016 931

Cusick, Theresa; Wolfe, Leslie R.

The New Women's Educational Equity Act: Still Alive and Making a Difference. PEER Policy Paper #3.

National Organization for Women, Washington, D.C. Project on Equal Education Rights.

PUB DATE- 85

NOTE- 4p.; Produced by the NOW Legal Defense and Education Fund. For related Policy Paper, see SO016930-933.

AVAILABLE FROM- PEER, 1413 K St., N.W., 9th Floor, Washington, DC 20005 ($1.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Citizen Participation; *Educational Legislation; Elementary Secondary Education; *Equal Education; Females; *Feminism; Government (Administrative Body); Postsecondary Education; *Sex Discrimination; *Womens Education

IDENTIFIERS- *Womens Educational Equity Act

Revisions made in the 1981 Women's Educational Equity Act when it was extended in 1984 are outlined in this report. An introduction provides background on the 1981 and 1984 acts and briefly recounts the Reagan administration's opposition to the law. Various aspects of the 1984 law are outlined in separate sections. A description of authority and funding is followed by a section-by-section analysis of changes in the bill: purpose; grant and contract authority; local assistance programs; challenge grants; national advisory Council on Women's Education programs; and reports, evaluation, and dissemination. A final section describes what citizens can do to insure continuation of the law. (LP)

ED 265 691 EC 181 381

Cohen, Monte
Learning to Work: Transitioning Youth with Developmental Disabilities.
Stepping Stones Growth Center, Oakland, CA.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- Dec 84
NOTE- 70p.
GRANT- DHHS-90DD0040/01
AVAILABLE FROM- Stepping Stones Growth Center, 1720 Adeline, Oakland, CA 94607 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Developmental Disabilities; *Education Work Relationship; Employment; *Job Skills; Program Development; Secondary Education; Transitional Programs; *Vocational Education

The paper describes Stepping Stones Growth Center, which prepared handicapped students for transition into competitive employment. The origins of the program and its emphasis on functional skill training are reviewed, followed by a description of three levels of services: a "ready" class stressing basic skills, a "set" class emphasizing motivational training, and a "go" class which focuses on job readiness and eventual job placement. Both janitorial/grounds maintenance and food preparation classes are described, as are such ongoing activities as mobility training, money management, time management, and assertiveness training. Additional information addresses a timeline for transition and an individualized education program checklist. Extensive appendices contain several evaluation forms, course outlines, and publicity materials, including a newsletter. (CL)

ED 265 692 EC 181 382

Watson, Marge

the Blind and Physically Handicapped.
PUB DATE- Jul 85
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adults; *Audiovisual Aids; *Disabilities; Education; Elementary Secondary Education; Employment

The reference circular lists sources of audiovisual materials on handicapping conditions with separate sections on adults and children. The materials, which include films, videocassettes, and slides address such adult-related topics as accessibility, arthritis, attitudes toward disabled persons, communication, deafness, mainstreaming, employment, learning disabilities, independent living, personal narratives regarding physical disabilities, recreation and outdoor sports, and sexuality. The children's section is considerably shorter, with references on 11 topics. Each of the listings is then described in a final section in terms of media type, availability, and subject. (CL)

ED 265 710 EC 181 400

Reading Machines: Devices for Converting Print to Braille or Speech. Bibliography No. 85-2.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
PUB DATE- Jun 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Blindness; Braille; Electromechanical Aids; *Reading Instruction; Reading Programs; *Sensory Aids; *Tactile Adaptation
IDENTIFIERS- *Reading Machines

The bibliography lists books, articles, reports, and other materials on devices that convert print to speech, braille or other tactile output for use by blind persons. The material has been published since 1975. The bibliography is divided into three sections: (1) general works, including background information, history, works treating several types of reading machines, and bibliographies; (2) the development, use, and evaluation of specific reading machines (such as braille cassette recorders and braille word processors); and (3) names and addresses of companies

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Child Rearing; *Cognitive Style; Elementary Secondary Education; Family Relationship; *Field Dependence Independence; Interpersonal Competence; Parent Attitudes; Perception Tests; *Perceptual Development

The paper reviews studies of field articulation, that is, dimensions of field dependence-independence in social as well as perceptual domains. Field independence, one's ability to isolate an item from its surroundings, is contrasted with field dependence, manifested in one's difficulties analyzing and focusing on specific aspects of a task. The paper traces the experimental basis of the field articulation phenomenon from early Gestalt psychologists such as Witkin through ego psychologists such as Rapaport, Kagan, and Kogan. Studies are also addressed that deal with child rearing attitudes and cognitive styles, touching upon such variables as age, social class, sex, and maternal attitudes. The final series of studies considered examine the relationship of parental child rearing attitudes and cognitive styles in Turkey (marked by a conservative and inhibitive family structure dominated by an autocratic father). (CL)

ED 265 726 EC 181 716

Babich, Betsy; Thompson, Cecelia
Learning Centers: A Personalized Approach to Mainstreaming.
Home Economics Education Association, Washington, D.C.; Pennsylvania State Univ., University Park.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
REPORT NO.- A-261-08458
PUB DATE- 83
NOTE- 43p.
AVAILABLE FROM- Home Economics Education Association, 1201 16th St. N.W., Washington, DC 20006 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Home Economics; Learning Activities; *Learning Centers (Classroom); *Mainstreaming; Teaching Methods

The manual provides information about using learning centers in

A study investigating the influence of certain features of cohesion and coherence on Israeli college students' difficulty in reading English expository texts examined the reader's ability to understand sequences of propositions and familiarity with markers of cohesion. Three methods were used to investigate the problem: application of a readability formula to the texts, several reading comprehension tests of original and altered versions of texts, and discourse analysis. The subjects were 3,600 freshmen at Haifa University attending a required English reading comprehension course. The students' native languages were generally Hebrew and Arabic, and most of them had had seven or eight years of English instruction. The readability formula and discourse analysis were applied to the texts used, and the comprehension tests were administered as a regular part of the course. The findings emphasize the importance of context in reading comprehension by showing that difficulties are not limited to lexical items but are related to the connection between ideas in sentences and paragraphs. Improved instruction in recognition of markers of cohesion and increased focus on relationships between sentences are recommended. (MSE)

ED 265 741 FL 015 469

Kitao, Kenji, Ed.; And Others
Teaching English in Japan.
PUB DATE- Aug 85
NOTE- 13p.; In: Kitao, Kenji, Ed. TEFL in Japan: JALT 10th Anniversary Collected Papers, p127-37, Aug 1985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Entrance Examinations; *Educational Demand; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Industrial Training; *Second Language Programs; Teacher Education; *Teaching Methods
IDENTIFIERS- *Japan

English language instruction, which is considered very important in Japan, is offered in 90 percent of all secondary schools and is studied by almost all students, even though it is an elective subject. English is considered a cultural and commercial link with the western world and has been taught in Japan since the mid-nineteenth century. Most college students use English as their required foreign language, and hundreds of thousands of Japanese

Higher Education and What Is Their Impact, if Any, on Traditional Institutions?" (Leslie Wagner); "Reflections on American Higher Education: Expansion and Decline (Ernest L. Boyer); "American Education: Hope Amid Change" (E. Boyer); "Secondary Education in America: Priorities for Reform" (E. Boyer); The Educational Function of the University: An Historical Perspective" (Arthur Levine); "Higher Education in an Age of Decline" (A. Levine); "The Puzzle of Higher Education in Japan: A Response" (Nobuo Shimahara); "The Internationalization of Japanese University Students: A Study" (John J. Cogan); and "The Guidance of Foreign Graduate Students in Japanese Universities: A Look at the Organizations and Persons Responsible" (Joseph E. Hicks). (SW)

ED 265 757 HE 018 838

Fincher, Cameron
Planning for Quality and Efficiency in Higher Education.
PUB DATE- 84
NOTE- 19p.; Revision of a keynote address presented at the Forum of the Association for Institutional Research for European Members (6th, Brussels, Belgium, August 22, 1984) and printed as a chapter in "Beyond Retrenchment: Planning for Quality and Efficiency" (6th European Forum Proceedings), edited by Charles H. Belanger.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; *Decision Making; *Economic Factors; Educational Policy; *Educational Quality; Higher Education; Models; *Policy Formation; *Problem Solving

Different planning methods are discussed, and quality and efficiency as planning objectives are addressed in this paper. The purposes of corporate, governmental, and collegiate planning are distinguised and sequential versus transactional models are explained. It is suggested that collegial planning may be a hybrid of sequential and transactional planning methods. The sequential model is characterized by step-by-step, rational, and analytic features, while transactional models permit the interplay of attitudes, beliefs, and values in the planning process. Transactional models can incorporate traditions, norms, standards, and other values that might go unattended in sequential planning modes. Advantages and disadvantages of sequential problem-solving and transactional decision-making models are identified. Two

ED 265 771 HE 019 014

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Urbana, IL).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 27 Apr 85
NOTE- 209p.; Serial No. 99-8. Some pages may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Students; College Buildings; Community Colleges; Continuing Education; Economic Development; *Eligibility; Facility Improvement; *Federal Aid; *Federal Legislation; Financial Needs; Financial Policy; Hearings; *Higher Education; Income; Industry; Private Colleges; *Public Policy; School Business Relationship; State Colleges; *Student Financial Aid
IDENTIFIERS- Congress 99th; *Higher Education Act 1965; Illinois

Recommendations and issues concerning reauthorization of the Higher Education Act of 1965 are presented in testimony from representatives of higher education from the State of Illinois and its postsecondary institutions. The Act provides the primary source of support for postsecondary institutions and students. The link between the amount of educational aid granted and the economic strength and development of a particular area is discussed, with attention to cooperation between colleges and industry, research and development, and continuing education for scientists and engineers. The rehabilitation and modernization of physical facilities is another issue facing many colleges today that is addressed by the act. To illustrate the problem, a building condition audit for the University of Illinois is included. It is argued that Illinois does not have the resources to replace federal student financial aid funds if the federal programs are reduced or fail to keep pace with increasing college costs. Specific recommendations are offered for reauthorization that would be beneficial to Illinois community colleges, including recommendations to make education better serve working adults and part-time students, to serve adult students needing occupational education, and to renew cooperative education. (SW)

California College-Going Rates, 1984 Update. Report 85-34.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- Sep 85
NOTE- 59p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Attendance; *College Bound Students; Community Colleges; *Enrollment Trends; Ethnic Groups; Females; Filipino Americans; *Geographic Distribution; High School Graduates; Hispanic Americans; Males; Minority Groups; Postsecondary Education; Private Colleges; Racial Distribution; State Surveys; State Universities; White Students
IDENTIFIERS- *California; Public Colleges

Trend data on college-going rates in California during 1974-1984 are examined. Consideration is given to statewide high school graduation and college-going trends, and participation rates for the University of California, California State University, California community colleges, and independent colleges and universities. Data are also provided on differences in enrollment rates by sector for 51 California counties for 1974-1984, and sex and ethnic differences in participation rates for each sector by county. Findings include: in Fall 1984, almost 5,700 fewer first-time freshmen from California high schools enrolled in the state's colleges and universities compared with the previous term; the University of California rate of enrolling first-time freshmen from California high schools increased from 7.0% for fall 1983 to 7.5% for fall 1984; California State University's rate for first-time freshmen remained at 8.9%; the statewide enrollment rate for the community colleges fell to 36.3% from fall 1984, a drop of 1.6 percentage points from the previous fall term; and the enrollment of women high school graduates as freshmen in each sector was higher than that of men. Enrollments for six ethnic groups (Asian, Filipino, Hispanic, Black, American Indian, White) are reported. (SW)

have autonomy from the university. A strategy of variety is suggested that would give the secondary system greater adaptability and flexibility. (SW)

ED 265 798 HE 019 049

Richardson, Richard C., Jr.; Bender, Louis W.
Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-25-X
PUB DATE- 85
NOTE- 90p.
CONTRACT- 400-82-0011
AVAILABLE FROM- Association for the Study of Higher Education, Publications Department, One Dupont Circle, Suite 630, Washington, DC 20036 ($7.50, nonmembers; $6.00, members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Academic Persistence; *Articulation (Education); *Bachelors Degrees; College Role; College Students; *College Transfer Students; *Community Colleges; Higher Education; Low Income Groups; Minority Groups; State Colleges; Student Characteristics; *Two Year College Students; *Urban Universities
IDENTIFIERS- *Public Colleges

Factors that affect the attainment of the baccalaureate degree by urban students are addressed. Attention is directed to: characteristics and aspirations of urban students attending public institutions in urban areas, problems and roles of urban community colleges and universities, performance of urban students, transfer from two- to four-year institutions, and ways to promote persistence to the baccalaureate degree. More poor people, more minorities, and more immigrants live in cities where the college-age population is still less than half as likely to enroll in college as their suburban counterparts. The problems of urban colleges include funding, student poverty, high attrition, school

ED 265 812 HE 019 064

Crane, Jane L.
Salary Comparisons of 1979-80 College Graduates, by Sex in May 1981. Analytic Report.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 51p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; *Career Choice; *College Graduates; Comparative Analysis; Education Work Relationship; *Employment Level; Equal Opportunities (Jobs); Females; Higher Education; Males; Masters Degrees; National Surveys; Predictor Variables; Regression (Statistics); Salaries; *Salary Wage Differentials; *Sex Differences

The relationship between background characteristics and salaries of male and female college graduates was assessed, and causes for salary differences were investigated. Data were drawn from the 1981 Survey of 1979-80 College Graduates, which covered individuals who received bachelor's or master's degrees from July 1, 1979, to June 30, 1980. A sample of 15,852 graduates from a nationally representative sample of 286 institutions was selected. The average salary in May 1981 for full-time employed male college graduates was $17,000, compared to $13,400 for females. The salary differences between male and female graduates were analyzed using a descriptive approach, regression analysis, and the decomposition-of-means technique. It was found that men outnumbered women in the high-paying occupation and major field categories, while women outnumbered men in the low-paying categories. While half the difference in predicted salary was attributed to women choosing lower-paying industries and occupations, the other half appears attributable to a lower rate-of-return for females compared to males on all predictor variables. Extensive appendices provide statistical findings and information on predictor variables, the survey and sampling procedures, frequency distributions and salaries categorized by occupation, major field of study, industrial grouping, marital status, region, race/ethnicity, and full-time work experience. (SW)

elaborations: those provided in an elaborated version of the microcomputer user's manual, and those generated by learners while reading an unelaborated manual. For the second condition, subjects were given advance information about the tasks they were to perform so that they would generate more specific, task-related elaborations while reading. It was concluded that both sources of elaborations facilitated skill performance, in contrast to past experiments testing declarative knowledge in which author-provided elaborations were found to hurt performance. The second experiment examined responses to author-provided elaborations which were classified into two groups: those illustrating the syntax of the operation system commands and those explaining basic concepts and their applicability. Findings indicate that, although syntax elaborations produced significant facilitation for both experienced and novice computer users, concept elaborations produced no reliable improvement. Appendices contain samples of elaborations used in the two experiments, a five-page list of references, notes, and five data tables. (JB)

ED 265 825 IR 011 949

Moore, Michael
Self Directed Learning and Distance Education. ZIFF Papiere 48.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Dec 83
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Learning; Adults; Cognitive Style; *Distance Education; Educational Improvement; Foreign Countries; *Independent Study; Individual Development; Individual Differences; Learning Motivation; Learning Strategies; Lifelong Learning; Open Universities; Program Descriptions; *Teaching Methods
IDENTIFIERS- West Germany

This discussion of the relationship between self-directed learning, adult development, and distance education presents findings from researchers in the field of autonomous learning. In addition, the implications of self-directed learning for the curriculum and teaching methods in distance education are considered. The document is divided into the following sections: (1) assumptions about

Shavelson, Richard J.; And Others
"Successful" Teachers' Patterns of Microcomputer-Based Mathematics and Science Instruction. A RAND Note.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- Rand-N-2170-NIE/RC
PUB DATE- Mar 84
NOTE- 262p.; For a related report, see ED 264 839.
CONTRACT- 400-82-0006
AVAILABLE FROM- Rand Corporation, Publications Dept., 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cluster Analysis; *Computer Assisted Instruction; *Courseware; *Elementary School Teachers; Elementary Secondary Education; *Inservice Teacher Education; Interviews; Mathematics Education; *Microcomputers; Observation; Questionnaires; Science Instruction; *Secondary School Teachers; Tables (Data); Teacher Attitudes; Teaching Methods; *Use Studies

This study of patterns of microcomputer-based instruction in elementary and secondary schools had three objectives: (1) to describe how teachers who were nominated by their peers as "unusually successful" in their microcomputer-based mathematics and science teaching use technology for instruction; (2) to describe how these uses vary as a function of teacher characteristics and other background variables; and (3) to recommend policies for educating teachers in the instructional uses of microcomputers and for devising courseware that serves pedagogical aims. A total of 60 teachers--40 elementary and 20 secondary--in 25 districts and 49 schools in the state of California were interviewed. Schools varied in the number of microcomputers available for instruction (1 to 55, with an average of about 12), and in the resources they provided for microcomputer-based instruction. Based on 16 variables of instructional characteristics underlying microcomputer-based instruction, four homogeneous clusters of teachers were identified: orchestration (N=18), enrichment (N-23), adjunct instruction (N=14), and drill and practice (N=5). Analysis of the data indicates that, although teacher attitudes toward microcomputers were not related to the patterns of microcomputer-based instruction that were identified, all teachers held uniformly positive attitudes. Teacher knowledge about microcomputers was also unrelated to the average amount of coursework taken in mathematics, but the amount of science taken as an undergraduate did reflect positively on instructional use. Recommendations are presented for staff development and the characteristics of teacher-friendly courseware are discussed. Appendices include the interview guides and questionnaires used as well as discussions of methodological and graphics (1), and an electronic spreadsheet (2). A report on a formal course offering that is now part of the Pepperdine University Master of Science Degree in Educational Computing concludes the report. Lists of core software and software options and an outline of a computer curriculum module are appended. (JB)

ED 265 851 IR 011 976

Ratcliff, James L.
Electronic Networking as an Avenue of Enhanced Professional Interchange.
PUB DATE- Oct 84
NOTE- 10p.; Paper presented to the Evaluating Network of the Evaluation Research Society (San Francisco, CA, October 10-13, 1984). Use of colored paper may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Communication (Thought Transfer); Computer Literacy; Electronic Equipment; Electronic Mail; Faculty Development; Higher Education; Information Needs; *Information Networks; Information Sources; *Microcomputers; Online Systems; *Social Networks; *Telecommunications; Telephone Communications Systems

Electronic networking is communication between two or more people that involves one or more telecommunications media. There is electronic networking software available for most computers, including IBM, Apple, and Radio Shack personal computers. Depending upon the sophistication of the hardware and software used, individuals and groups can conference (or "talk") with one another, leave messages, post messages that the entire group can read, send a confidential letter from one member to another, instruct the computer to regularly remind other members of the group about some item, and a variety of other applications. College and university faculty will find electronic networking a valuable addition to the types of professional linkage to which they are already accustomed: articles, papers, newsletters, memos, and messages. Electronic networking can also be utilized for instructional purposes, dialog among members of a professional society, and for the development of jointly-authored articles. As faculty and professional staff at colleges and universities become more familiar with the operation of computers and computer terminals, and as they become more

the collection and the type of use it receives. Necessary equipment includes a work station with a bench and storage space (an illustration and a list of materials required are provided), a paper cutter, an adjustable-arm work lamp, access to running water, and metal-edged pressing boards. Additional or optional equipment includes a book press, a large piece of 1/4-inch glass, a cutting board, and a boxboard crimper. Necessary tools include an awl; a bone folder; several types of brushes; cutting tools; light weights; a microspatula; measuring tools; metal knitting needles; sandpaper with block or holder; a squeegee; a staple remover; a tiny whisk; and a metal T-square, metal or plastic triangle, or a metal L-square. Materials and supplies include adhesives; cloths, ribbons, and fasteners; cleaners; and papers, board, and film. A directory of suppliers is included. (THC)

ED 265 867 IR 051 407

Johnson, Diane E., Ed.
California Conference on Networking. Proceedings (Pomona, California, September 19-22, 1985).
California State Library, Sacramento.
PUB DATE- Sep 85
NOTE- 157p.
AVAILABLE FROM- Library Services Development Bureau, California State Library, 1001 Sixth Street, Suite 300, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Academic Libraries; Conferences; *Library Cooperation; *Library Networks; Library Planning; Library Research; *Library Services; Library Surveys; Public Libraries; School Libraries; Special Libraries; *Statewide Planning
IDENTIFIERS- *California; *Multitype Library Networks; Resource Sharing

This conference was held to bring librarians and users from academic, public, school, and special libraries together to discuss how resource sharing among all types of libraries, for the benefit of all types of users, might be enhanced through formal multitype networking. A conference workbook was provided for participants to read ahead of time, and much of the work accomplished at the conference was done through interaction in small and large group sessions. Several resource persons and an on-site study collection

rationale and functions of the proposed preservation section. A brief list of references completes the report. (THC)

ED 265 880 IR 051 423

Ramage, Pat
Retrospective Conversion Manual: University Library Recon Project.
University of South Alabama, Mobile.
PUB DATE- Apr 85
NOTE- 55p.; A product of the University Library.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Academic Libraries; *Cataloging; Guidelines; Higher Education; *Library Catalogs; Library Planning; Library Statistics; *Library Technical Processes; Methods
IDENTIFIERS- *Online Catalogs; *Retrospective Conversion (Library Catalogs); University of South Alabama

This manual provides a brief description of the procedures employed by the University of South Alabama in converting their library records from print to computerized cataloging. A description of the procedure is followed by detailed instructions and examples. Rules for NOTIS-LCCN Conversion Records, OCLC--Telex Transfer, and Conversion of Telex-Transferred Records are briefly presented. Sample forms for maintaining statistics, a key to color-coding signals in the shelf list, and examples of procedures for several different potential situations are outlined. (THC)

ED 265 881 IR 051 424

Kilpela, Raymond
A Statistical Review of Turnover among Library School Faculty Members, 1960-1984.
PUB DATE- 85
NOTE- 33p.
LANGUAGE- English

ED 265 894 JC 860 064

Cox, Mary Ann; And Others

Evaluation of the San Joaquin Delta College Basic Skills Program, Spring 1985.

San Joaquin Delta Coll., Stockton, Calif.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Achievement Gains; *Basic Skills; Community Colleges; Developmental Studies Programs; Educational Counseling; Enrollment Trends; *Program Effectiveness; Program Evaluation; Questionnaires; Reentry Students; Self Concept; Self Evaluation (Groups); Student Characteristics; Two Year Colleges; *Two Year College Students

In spring 1985, a study was conducted to evaluate the basic skills program of San Joaquin Delta College (SJDC). The study focused on student demographics, skill growth, the effects of basic skills classes on performance in other classes, retention rates, self-confidence, assessment scores related to course selection/performance, and re-entry students' performance level. Study findings, based on data on fall 1984 and spring 1985 enrollees, included the following: (1) 60% of the basic skills students were female, 29% were Hispanic, 67% reported English as their primary language, and 24% were not high school graduates; (2) the average semester gain in reading comprehension was 1.1 grade levels; (3) in fall 1984, 74.5% of the basic skills students took other academic courses; (4) 74% of the students enrolled in the fall term returned in the spring; (5) retention rates for basic skills students exceeded the college-wide rate by over 8%; (6) the percentage of students who felt they would not be successful in college decreased from 61% to 4% after taking the basic skills test; (7) 30% scored below 8th grade in reading, 45% below college level, and 25% at college level; (8) 29% of the math students needed assistance in basic computation; (9) only 50% of the students took placement advice; and (10 re-entry students were more likely to take other classes in addition to basic skills. Survey instruments are included. (LAL)

ED 265 908 JC 860 078

Marinaccio, James
Attrition at Community Colleges.
SPONS. AGENCY- Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- Sep 85
NOTE- 11p.; In: Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University (JC 860 072).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Environment; Community Colleges; *Dropouts; *School Holding Power; *Student Attrition; *Student College Relationship; Two Year Colleges; Two Year College Students; *Withdrawal (Education)

Student attrition and retention have been familiar terms in higher education for a long time. Recently, however, there has developed an increased awareness of the cost of attrition, both to students and to community colleges. Although research has not provided any solutions to the complex problem of attrition, studies have identified some basic characteristics that appear to be linked with attrition and retention at the community college. Among the student characteristics affecting attrition are academic factors (e.g., student's previous academic attainment), demographic factors, students' motivations and aspirations, and financial considerations. Institutional characteristics influencing attrition include the size and services of the college, student involvement, and institutional policies and procedures. The dominant theme in retention research is that retention and attrition result from the interactions that take place between the student and the institution. Steps to improve these interactions that can apply to virtually any type of institution include: (1) establish an institutionwide retention steering committee; (2) determine dropout rate; (3) conduct a study to determine why students are leaving; (4) conduct an institutional self-study to determine where improvements are necessary and where the institution is successful; and (5) institute a tangible reward system for good teaching and faculty advising. (EJV)

ED 265 909 JC 860 079

United States and predictions for future needs and (2) the effect of child care, particularly on young children. Numerous related reports and statements are appended, including a comparison of day care intervention programs of varying quality; an analysis of families' ability to pay for day care services and the impact of current New York State fee schedules on family income; the prepared statement of the Ad Hoc Day Care Coalition; an article entitled "Highlights of Official Child Neglect and Abuse Reporting 1982"; a preliminary report on a nationwide survey of maternity/parental leaves; the prepared statement of the Children's Defense Fund; a paper identifying unspoken assumptions underlying debate in the child care field; a paper discussing work schedules of two-parent earner families and their implications for child care and family life; an experimental study of the effects of employer-sponsored child care services on selected employee behaviors; a policy report on school-age child care; a report on inequities of salary reduction as national child care policy; a discussion of four early stages in the development of mother/infant interaction; and a paper on politics and the child care debate. (RH)

ED 265 922 PS 015 374

Child Care: Exploring Private and Public Sector Approaches. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session (Irving, TX).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 21 May 84

NOTE- 179p.; Document contains small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-05973-7, $4.25).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Agency Role; Certification; Child Caregivers; Citizen Participation; Community Organizations; *Community Programs; *Day Care; Early Childhood Education; *Employer Supported Day Care; Hearings; *Program Development; *Public Policy; Religious Organizations; State Programs

IDENTIFIERS- Austin Independent School District TX; Congress 98th; National Association Educ of Young Children; *Texas

Second in the Select Committee on Children, Youth, and Families'

NOTE- 3p.
CONTRACT- 400-83-0021
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childhood Needs; *Children; *Friendship; *Interpersonal Relationship; Intervention; *Peer Relationship
IDENTIFIERS- ERIC Digests

Children ought to have satisfying friendships because they otherwise may miss out on opportunities to learn important social skills, develop little faith in their abilities to achieve interpersonal goals, suffer painful feelings of isolation, and become vulnerable to influence by delinquent peers. Factors contributing to children's peer relationship problems include unacceptable social behavior, "differentness" from other children, family problems, and a reputation as a social outcast. Children with relationship problems can be helped through social skills training, interventions focused on related problems, provision of nonthreatening social experiences, and cooperative classroom projects. Adults are urged to give children evident opportunities to share peer-related concerns, show respect for children's unique social needs, and create social options for children without creating pressures. (RH)

ED 265 937 PS 015 587

Klein, Amelia J.
Children's Humor: A Cognitive-Developmental Perspective.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 45p.; To be published as a chapter in Current Topics in Early Childhood Education, Volume 7, 1987. Ablex Publishing Corporation, Norwood, NJ, Lilian G. Katz, Editor.
CONTRACT- 400-83-0021
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

Interdisciplinary Approach; Learning Activities; Lesson Plans; *Nutrition Instruction; *Preschool Children; *Preschool Curriculum
IDENTIFIERS- *Food Selection; *Project Head Start

This multidisciplinary preschool nutrition education curriculum has been specifically written to promote learning among 3-, 4-, and 5-year-olds who are participating in the National Head Start program. Provided are eight units which should be taught in sequence because each builds on the concepts taught in previous units. Unit 1 focuses on children's need to try new foods and to eat a variety of foods. Unit 2 concerns acceptable mealtime behaviors and manners. Units 3 through 8, respectively, focus on hygiene at mealtime, variety in foods, sensory enjoyment of foods, origins of foods, healthy foods, and desirable eating habits. Introductory pages of each unit describe the focus of the unit, explain the child-oriented goals, provide a brief rationale, give a summary of background information for the teacher, and describe the skills and knowledge the children should be able to demonstrate after participating in the unit lessons. The first lesson in each unit introduces the unit concepts and provides a framework for all other lessons in the unit. All of the lessons that follow the first lesson are designed to reinforce or expand upon the ideas and concepts presented in the first lesson. Included are references to books for preschoolers, audiovisuals for preschoolers, teachers, and parents, teacher/parent materials, and a list of sources of inexpensive nutrition education teaching aids. (RH)

ED 265 951 PS 015 612

Litowitz, Bonnie E.; And Others
New Directions in Studying Children. Speeches from the Conference of the Erikson Institute (Chicago, Illinois, April 29-30, 1983).
Erikson Inst. for Advanced Study in Child Development, Chicago, IL.
PUB DATE- 83
NOTE- 72p.; For individual papers, see PS 015 613-616.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Cultural Influences; *Family Influence; Intervention; *Language Acquisition; Parent Child Relationship; Program Effectiveness; Remedial Reading; Semantics; *Social Networks; Speech Acts; Syntax; Theories
IDENTIFIERS- *Context Effect; Theoretic Orientation; Vygotsky (Lev S)

their review systems and were initially selected to illustrate the differing types of case review systems. However, as the descriptions indicate, each state had different problems to address and thus developed unique approaches to implementing case reviews and dispositional hearings. The eight states specifically covered were Virginia, California (San Francisco County), Montana, North Dakota, Arizona, South Carolina, Louisiana, and Washington, D.C. Finally, a series of vignettes drawn from actual cases serves to illustrate and define specific problems and issues arising from conclusions to be derived from each case and/or questions remaining to be resolved are summarized at the end of each vignette. (DST)

ED 265 965 PS 015 632

Dodson, Diane
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Draft: Legal Issues and State Statutory Survey. Volume III.
American Bar Association, Washington, DC. National Legal Resource Center for Child Advocacy and Protection.; Westat, Inc., Rockville, MD.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 26 Apr 84
NOTE- 256p.; For other volumes in this survey, see PS 015 630-633.
CONTRACT- 105-82-C-009
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adopted Children; *Adoption; Children; *Child Welfare; Compliance (Legal); Court Litigation; Court Role; Courts; Decision Making; Federal Legislation; Hearings; Legal Problems; National Surveys; Placement; *Program Evaluation; Program Implementation; State Legislation; State Programs; State Surveys; *Welfare Agencies
IDENTIFIERS- *Adoption Assistance and Child Welfare Act 1980

This report is the third of four volumes presenting results of the Comparative Study of Case Review Systems Phase II--Dispositional Hearings, focusing on implementation of the dispositional hearing requirement of P. L. 96-272, the Adoption Assistance and Child Welfare Act of 1980. This volume of the study presents the results of a state statutory survey of the laws in all fifty states and the District of Columbia which most closely resemble the P. L. 96-272 dispositional hearing requirement. In addition, it analyses a

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Databases; *Data Collection; Elementary Secondary Education; Information Processing; Information Systems; Medical Case Histories; *Medical Evaluation; *Migrant Children; *Migrant Health Services; Nurses; *Recordkeeping; Records (Forms); School Nurses; *Student Records
IDENTIFIERS- Louisiana; *Migrant Student Record Transfer System

Written for migrant nurses, this manual is intended to simplify and speed up the process of entering pertinent medical information onto the Migrant Student Record Transfer System (MSRTS) data base. It is designed to be used in conjunction with the indepth technical information in the National MSRTS Health Users Manual and includes page references to that document. The first section explains in detail the Health Data Entry Form and gives specific directions for completing each section: identifying data, patient history, family history, immunizations, screenings and laboratory tests, and health problems. Sample problem situations and solutions are included. Subsequent chapters provide basic information about the medical record (the output document prepared from the Health Data Entry Form), filing system requirements for migrant student health records, how to handle records when students move, how to make corrections and deletions to the records, and how to handle sensitive data (child abuse, neglect, etc.). The reference and resource section provides: a directory of migrant nurses by parish, codes and abbreviations used in the health records, a glossary of eight terms and acronyms used in MSRTS health records, and ordering information for two medical references. (JHZ)

ED 265 980 RC 015 513

Education. Louisiana MSRTS Manual. Bulletin 1712.
Louisiana State Dept. of Education, Baton Rouge. Bureau of Migrant Education.
SPONS. AGENCY- Ofice of Migrant Education Programs (ED), Washington, D.C.
PUB DATE- 85
NOTE- 178p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

Differences; Student Teaching; *Teacher Education; *Teacher Education Curriculum; Teacher Education Programs; Teaching Conditions

Education students planning to teach in rural areas need, but do not receive, specialized training. Among differences encountered by rural teachers are professional isolation and limited inservice training; assignment to more subjects, more grade levels, and more extracurricular activities; lower budgets and salaries; inadequate materials; less pressured environment; greater cooperation; more student involvement; and more interaction among students, parents, and staff. A literature review suggests that teacher training programs are unresponsive to needs of prospective rural teachers and that research interest in rural education is limited. Suggestions for preparation of rural teachers include cultivating awareness of cultural, social, and economic conditions of rural areas through student teaching/practicums in nonmetropolitan areas; preparing future teachers to work with broader age ranges in multigrade classrooms and to teach several subjects; and encouraging faculty to conduct research in rural education. A comparative list of rural-urban differences in the work environment and a chart showing emphasis given by public institutions to topics applicable to rural teaching are included. (LFL)

ED 265 994 RC 015 613

Barker, Bruce O.

Adult Education in Rural America: A Review of Recent Research and Identification of Further Research Needs.

PUB DATE- Nov 85

NOTE- 9p.; Paper presented at the Annual Meeting of the Texas Association for Community Service and Continuing Education (Lubbock, TX, November 20-22, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; *Adult Education; Adult Programs; Delivery Systems; Educational Development; Educational Opportunities; *Educational Research; *Participant Characteristics; Postsecondary Education; *Research Needs; Rural Areas; Rural Development; *Rural Education; Rural Urban Differences

Although roots of adult education can be traced back more than a century, rural adult education is an emerging discipline in

ED 266 007 SE 046 384

Klauer, Elizabeth; Rule, Ann
Teaching Strategies in Algebra: The Effectiveness of Relating and Sequencing Algebraic Concepts.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Error Patterns; *Mathematical Concepts; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; Sequential Learning; *Teaching Methods

Structuring the algebra course to provide a link between a student's existing knowledge and the new topic being presented is discussed. Developing relationships among topics is suggested through examples describing a mathematical problem and effective teaching approaches. Stress is placed on teachers reflecting on mistakes pupils are likely to make with particular content and recalling relevant previously learned material. (MNS)

ED 266 008 SE 046 385

Hunter, Scott; Watthews, Thomas
General Biology Syllabus.
New York State Education Dept., Albany. Bureau of Curriculum Development.
REPORT NO.- 85-7438
PUB DATE- 86
NOTE- 82p.
LANGUAGE- English

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Mathematics; Educational Research; Higher Education; *Mathematics Instruction; *Preservice Teacher Education; *Remedial Instruction; *Remedial Mathematics; Secondary School Mathematics
IDENTIFIERS- Mathematics Education Research

This study sought to determine what percentage of students entering teacher education needed remedial instruction in basic high school mathematics and what impact the remedial instruction had on those students. Fifty-four freshmen from Eastern Kentucky University who were planning to major in teacher education were given a 20-item pretest assessing basic high school mathematics concepts, including basic algebra, fractions, addition, geometry, calculation of area, and factorization. Ten students (19%) were able to pass at the minimum competency level of 85%; the remaining 44 students were enrolled in the remedial course. A posttest was administered at the end of instruction. Results of a t-test on gain scores indicated a statistically significant difference. Implications of these findings for preparing mathematics education majors for teaching are briefly discussed. (Author/MNS)

ED 266 023 SE 046 406

Marklund, Inger, Ed.; Carlsson, Marianne, Ed.
Evaluation of Experimental Concentration of Studies in Upper Secondary School.
National Swedish Board of Education, Stockholm.
REPORT NO.- 1985:7
PUB DATE- Aug 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Research; *Mathematics Achievement; Mathematics Education; *Program Evaluation; Secondary Education; *Time Factors (Learning); *Time Management
IDENTIFIERS- *Sweden

Experimental schemes of concentrated studies have been in progress for some years at a number of upper secondary schools in Sweden. Concentrated studies involve concentrating the number of periods

ED 266 037 SE 046 422

Mathematics, Science, and Technology Education: A Research Agenda

National Academy of Sciences - National Research Council, Washington, DC. Committee on Research in Mathematics, Science, and Technology Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE 85
NOTE- 100p.
CONTRACT- 400-83-0059
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Cognitive Processes; Computer Software; Educational Improvement; *Educational Research; Instructional Materials; *Mathematics Education; Mathematics Instruction; Research and Development; *Research Needs; *Science Education; Science Instruction; Technical Education; *Technology; Testing; Time Factors (Learning)

The six chapters in this report focus on: (1) a basic orientation for a focused research agenda; (2) research on reasoning (considering the development of competence and the search for generality in reasoning skills); (3) research on instruction (examining research on teachers, curricula and curricular materials, and testing); (4) research on settings (discussing research on classroom settings, the political and social context of science and mathematics education, the home as a setting for education, and out-of-classroom settings); (5) research on new learning systems (discussing research on interactive computer software, research on microsystems, and research on developing a systems approach to improving mathematics and science education); and (6) a summary of a research agenda (considering separately, research on reasoning, instruction, settings, and new learning systems). A list of background papers is included in an appendix. The report neither describes nor endorses a program for educational reform. The intent is simply to suggest a strategy for research and development that would provide somewhat better answers to such practical questions of educational change as how to design and teach new courses to ensure student achievement and what makes an effective teacher or a good school. (JN)

ED 266 038 SE 046 423

Teacher's Study Guide on the Biology of Human Populations: Asia.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).

ED 266 051 SO 016 685

Basic Facts about the United Nations.
United Nations, New York, N.Y. Office of Public Information.
PUB DATE- 83
NOTE- 143p.
AVAILABLE FROM- United Nations Sales Section, New York, NY 10017 ($2.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Rights; Economic Development; Human Relations; International Law; *International Relations; Peace; Social Development; *World Affairs; *World Problems
IDENTIFIERS- *United Nations

The work of the United Nations is described in summary form. Material is divided into sections on the origin, programs, purpose, principles, and structure of the United Nations; the United Nations at work for International Peace; the United Nations at Work for Economic and Social Development; The United Nations at Work for Decolonization; the United Nations at Work for Human Rights; the United Nations at Work for International Law; and Intergovernmental Agencies. Each section contains paragraph overviews of relevant issues, developments, and United Nations efforts. For example, the section on international peace contains short descriptions of peace efforts in Afghanistan, Kampuchea, the Middle East, Cyprus, South Asia, the Congo, and Korea as well as discussions on disarmament, outer space, and the law of the sea. The section on international law includes coverage of judicial settlements, codification of international law, and international trade law. Appendices include a list of abbreviations, United Nations membership, United Nations information centers, and additional readings. (LP)

ED 266 052 SO 016 748

Kischke, Martina I.
Children, Kitchen and Computer: Women--Torn between Family and Job. Developments in the Federal Republic of Germany. Social Report.
Inter Nationes, Bonn (West Germany).

of the U.N. Development Programs, themes of International Youth Year, U.N. resolutions concerning disarmament, special problems of the U.N., U.N. training, the United Nations University, and ways to get involved in U.N. activities. (LH)

ED 266 065 SO 016 914

Multilateral Organizations for the 1990's: A Report of a Series of Workshops, a Conference, and Various Study Groups. October 1984 to January 1985.

Society for International Development, New York, NY.; United Nations Non-Governmental Liaison Service, New York, NY.

PUB DATE- Jun 85
NOTE- 60p.
AVAILABLE FROM- Society for International development, New York Chapter, 777 United Nations Plaza, New York, NY 10017 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Developed Nations; Developing Nations; Disarmament; Economic Development; Foreign Policy; *Futures (of Society); *International Cooperation; *International Organizations; International Relations; International Trade; Natural Resources; Organizations (Groups); Workshops; World Affairs
IDENTIFIERS- Multilateralism; *United Nations

Reporting on a series of workshops, a conference, and various study groups held during a three-month special program during the 39th General Assembly of the United Nations, this publication focuses on challenges presented to the United Nation's system of nearly 40 international organizations, regional institutions, international non-governmental associations, and communication networks. The keynote address, "Will the 1990's be '1984'?" (Sir Sridath Ramphal), is followed by summaires of remarks by respondents Sir John Thomson, Beatrice Harretche, and Ambassador Donald Mills. Next, summaries of remarks by members of a panel (Richard Gardner, Donald Mills, Michel Doo-Kinque, and Rosalyn Harris) are presented. Names of the facilitators and rapporteurs of the three conference working groups are then listed, followed by reports from the total conference based on the three broad workshop areas: (1) "Future Situations Confronting Humanitiy which Require Multilateral Co-Operation," (2) "Restructuring Multilateral Co-Operation and Organizations," and (3) "Agents in Advancing Multilateralism in International Relations and Institutions." A keynote statement on

ED 266 078 SO 016 932

The PEER Report Card: Update on Women and Girls in America's Schools--A State-by-State Survey. PEER Policy Paper #4.

National Organization for Women, Washington, D.C. Project on Equal Education Rights.

PUB DATE- 85

NOTE- 20p.; Produced by the NOW Legal Defense and Education Fund. For related policy papers, see SO 016 930-933.

AVAILABLE FROM- PEER, 1413 K St., N.W., 9th Floor, Washington, DC 20005 ($6.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)

DESCRIPTORS- Athletic Coaches; Athletics; *Computer Science Education; Educational Administration; Educational Research; Elementary Secondary Education; *Equal Education; Equal Facilities; *Females; *Males; *Sex Discrimination; Sex Fairness; Vocational Education

IDENTIFIERS- Title IX Education Amendments 1972; Womens Educational Equity Act

Findings of a state-by-state survey of sex equity information relevant to Title IX of the Educational Amendments and the Women's Educational Equity Act (WEEA) are presented in two sections. The first section contains background on Title IX and WEEA and a synopsis of research findings vis-a-vis female representation in interscholastic sports, school administration, computer education, and vocational education. The second section presents statistical findings in chart form. Charts are included on female participation in interscholastic sports; senior high school coaches; superintendents; assistant superintendents; senior high school principals; junior high school principals; computer using teachers at elementary, junior high school, and senior high school levels; and computer programing teachers at the elementary, junior high school, and senior high school levels. Each chart shows numbers of males and females, percentage, and rank by state. (LP)

ED 266 079 SO 016 933

Cusick, Theresa

A Clash of Ideologies: The Reagan Administration Versus the Women's Educational Equity Act.

National Organization for Women, Washington, D.C. Project on Equal Education Rights.

Boatworks and Cleansweep: Mobile Work Crews for Adults with Developmental Disabilities.
Stepping Stones Growth Center, Oakland, CA.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- Dec 84
NOTE- 128p.; For a related document, see EC 181 383.
GRANT- DHHS-90DD0040/01
AVAILABLE FROM- Stepping Stones Growth Center, 1720 Adeline, Oakland, CA 94607 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Developmental Disabilities; *Employment Opportunities; *Job Placement; *Job Skills; Program Development; Young Adults

The monograph describes "Boatworks," a subsidiary of Stepping Stones Growth Center in Oakland, California, which trains developmentally disabled adults to clean and maintain pleasure boats, and "Cleansweep," a janitorial and grounds maintenance training program for the same population. A brief history of the programs is followed by client profiles and information on client productivity and business procedures. Training outlines specify steps for teaching clients skills involved in both programs. Funding information is followed by a sample budget and a discussion of job opportunities, placement, and disincentives for employers. Extensive appended information includes sample forms and skills assessments along with a worker handbook. (CL)

ED 265 693 EC 181 383

Watson, Marge
Employability Project: The Employment of Persons with Developmental Disabilities.
Stepping Stones Growth Center, Oakland, CA.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- Jan 85
NOTE- 23p.; For a related document, see EC 181 382.
GRANT- DHHS-90DD0040/01
AVAILABLE FROM- Stepping Stones Growth Center, 1720 Adeline, Oakland, CA 94607 ($5.00).
LANGUAGE- English

involved in current development and distributions of such devices. (CL)

ED 265 711 EC 181 701

Miles, M.
Children with Disabilities in Ordinary Schools: An Action Study of Non-Designed Educational Integration in Pakistan.
PUB DATE- Nov 85
NOTE- 88p.; Sponsored by the Pakistan National Council of Social Welfare.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Followup Studies; *Foreign Countries; Incidence; *Mainstreaming
IDENTIFIERS- Pakistan

The study of disabled children attending ordinary schools in Pakistan reports that 1.9% of the 43,416 pupils in urban primary and secondary schools in the Northwest Frontier were reported by their teaches to have a perceptible disability. The breakdown of specific conditions varied from 32% with speech impairments to 8% with hearing loss. Details are given of class distribution, daily travel arrangements, and estimated severity of impairment. Follow-up of the disabled students gradually involved social workers and school principals. Outcomes of the study include public awareness, delivery of rehabilitation treatment and aids to an estimated 250 disabled children in ordinary schools, and increased government awareness of the needs of this population. Recommendations are offered for the government as well as the schools. (CL)

ED 265 712 EC 181 702

Garrett, John Elmore, III
The Development and Implementation of a Self-Concept Guidance Program for Severely Language Impaired Students.

mainstreamed home economics classrooms. The initial chapter introduces the rationale for the approach and presents a three-stage model depicting an integrational approach to mainstreaming. Chapter 2 outlines typical characteristics and recommendations for accommodating students with physical disabilities (hearing, visual, speech, and motor impairments); cognitive disabilities (learning disabilities, mild mental retardation); and affective disabilities (emotional disturbances). Chapter 3 offers teaching/learning strategies to accompany decisions in classroom management plans. Chapter 4, on designing and using learning centers, includes a checklist summarizing the steps to be taken and a sample plan for a home economics learning center. A learning center model is illustrated by activities on energy and includes a learning center planning sheet, sample scripts and student evaluation forms, and directions for developing energy flash cards. (CL)

ED 265 727 EC 181 717

Dick, Marlene

A Comprehensive Model: Vocational Preparation for Learning Disabled and Behaviorally Disordered Students and Vocational Assessment and Transition Objectives.

PUB DATE- 85

NOTE- 98p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Behavior Disorders; *Career Education; Career Exploration; *Consortia; *Curriculum Development; Daily Living Skills; *Education Work Relationship; Job Skills; *Learning Disabilities; Secondary Education; Vocational Adjustment; Vocational Education; *Vocational Evaluation; Vocational Rehabilitation

The paper describes the efforts of five school districts, five private agencies, and an area vocational-technical school to meet the vocational needs of learning and behaviorally disabled students. The consortium developed a four-phase plan to meet these students' needs: (1) cooperation to set up school-based vocational evaluation services; (2) career exploration and preparation with courses in daily living skills, job readiness, and personal-social skills; (3) vocational preparation through the area vocational school, cooperative occupational education, work study or special people study English through private language schools, company courses, and radio and television instruction. Most elementary schools, which are municipally controlled, do not provide foreign language instruction, but some elementary school students learn English through private schools as early preparation for academic competition. Most students begin English instruction in junior high school, at age twelve. Very few alternative languages are offered. Junior high and high school courses, which are rigidly controlled, provide preparation for university entrance examinations. Private high schools offer more class hours of English than do public schools. College entrance examinations often contain substantial English portions. Universities generally require two foreign languages, with English the most popular. English teacher education emphasizes traditional curricula, not teaching methodology or language proficiency. (MSE)

ED 265 742 FL 015 470

Garnett, Norma A.
Establishing a Primary Level School of Spanish.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *After School Programs; *Curriculum Design; Elementary Education; *Enrichment Activities; Extracurricular Activities; *FLES; Program Descriptions; *Program Development; Second Language Programs; *Spanish

La Escuelita, a Warwick (Rhode Island) Spanish language instruction program for children in grades 3 through 6, originated in 1983 in a group-tutoring program and expanded under the auspices of the local Parent-Teacher Association into an after-school activity for all city schoolchildren. The PTA undertook the administrative tasks, and the founders gathered a small faculty. The initial enrollment was 27 students. Policies emphasizing homework and parental involvement were established. Teaching methods, primarily audio-lingual, were geared to the age group, with emphasis on the spoken language in the third and fourth grades and with the addition of writing at the higher levels. Specific skill objectives were established for each grade level. Fees were set to pay for indices of efficiency in higher education are outlined: efficiency as a ratio of inputs and outcomes, and efficiency as a ratio of resources and demands. Nine convincing indications of quality in higher education institutions and programs are identified, along with three unconvincing indications of quality. (SW)

ED 265 758 HE 018 840

Ellis, Susanne D.
Graduate Student Survey, 1983-1984 AIP Report.
American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
REPORT NO.- AIP-R-207-17
PUB DATE- Sep 85
NOTE- 14p.
AVAILABLE FROM- American Institute of Physics, 335 East 45 St., New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Astronomy; *Degrees (Academic); Doctoral Degrees; *Employment Opportunities; Enrollment Trends; Foreign Students; *Graduate Students; Higher Education; Masters Degrees; Minority Groups; National Surveys; *Physics; Salaries; Specialization; *Student Characteristics

Results of the 1983-1984 Graduate Student Survey of physics and astronomy graduates are presented, with attention to: educational background, current graduate student status, choice of subfield, and employment prospects. Highlights include the following: the demand for doctoral physicists remains high, especially in industry; salary increases for new physics graduates range from 5% to 12%; and the number of Orientals increases as the number of Arabs decreases among physics graduate students. Information is included on eight characteristics for the total graduate population, for seven minority groups, and for first-year graduate students, terminal masters, and doctoral recipients: sex, citizenship, whether physics was studied in high school, major of bachelor's degree, type of bachelor's institution, type of graduate institution, full- or part-time attendance, and sources of financial support. Additional tables include: number of advanced graduate physics students specializing in experimental and theoretical subfields by years of graduate study completed; type of employers and work activity of 1983-1984 physics master's and

ED 265 772 HE 019 015

College and University Degrees Conferred, New York State, 1983-84.
New York State Education Dept., Albany. Information Center on Education.
PUB DATE- Sep 85
NOTE- 17p.
AVAILABLE FROM- State University of New York, State Education Department, Information Center on Education, Albany, NY 12234.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Graduates; *Degrees (Academic); Doctoral Degrees; Females; Higher Education; *Majors (Students); Males; Masters Degrees; Private Colleges; Professional Education; Proprietary Schools; State Colleges; State Surveys; *State Universities
IDENTIFIERS- *New York

Data on degrees conferred by public and private colleges in New York State for 1983-1984 are presented, with attention to the sex of recipients, level of degree, major subject area, and sector of the institutions. Information is reported on the following types of degrees: associate, bachelor's, first-professional, master's, and doctoral. Degree data are presented for each institution and for the following categories of institutions: total public, total public regents college degrees, total State University of New York (SUNY) and eight types of SUNY institutions, total City University of New York (CUNY) and five types of CUNY institutions, total independent and 10 types of independent institutions, total proprietary, total two-year, total four-year and higher, and total graduate only. The number of bachelor's and higher degrees conferred for each subject area is also specified by sector for 1983-1984 as well as for 1981-1982 to 1983-1984. In addition, trend data in degrees awarded by year since 1979 are provided. (SW)

ED 265 773 HE 019 016

ED 265 785 HE 019 028

Politzer, Robert M.; And Others
The Impact of Foreign-Trained Doctors on the Supply of Physicians.
Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.
REPORT NO.- DHHS-HRS-P-OD-83-2
PUB DATE- Sep 83
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Employment Patterns; *Employment Projections; *Federal Legislation; *Foreign Medical Graduates; Geographic Distribution; Higher Education; *Labor Supply; *Physicians; Public Policy; Specialization
IDENTIFIERS- United States

Past and current impacts of the supply of foreign medical graduates (FMGs) on the total physician supply and on the availability of physician services are reviewed, and the possible future role of FMGs is forecasted. The relationship of the levels and changes in FMG supply to legislative decisions of the past three decades is also addressed, with attention to post-World War II legislation, the Immigration and Nationality Act of 1965, legislative changes in the mid-1970s, the Health Professions Educational Assistance Act of 1976, and recent legislation. The numerical impact of FMGs on specialty distribution, activity distribution, and practice location is analyzed, and information is provided on the performance of FMGs on standard qualification examinations. The activity and specialty patterns and practice locations of U.S. citizen FMGs are also assessed. Over the 1970-1979 period, FMGs constituted about one-fifth of the annual active physician supply, but accounted for one-third of the growth in physician supply. It is estimated that the FMG supply will grow at a slower rate in the future than in the past: by about 35% between 1981 and the year 2000, with most of the growth occurring in the early years of the period as a result of the return of U.S. FMGs to the United States. (SW)

ED 265 786 HE 019 029

College and University Racial/Ethnic Distribution of Enrollment, New system failures, and confused missions. While urban community colleges and universities recognize the importance of the transfer student, problems in articulation remain. In assessing outcomes, consideration is given to the attainment of associate degrees, percentages of students who transfer, and the performance of transfer students. Progress in solving 10 problem areas affecting articulation is described, and policies to enhance transfer of community college students are recommended (e.g., university scholarships, joint faculty events, and counseling exchanges). (SW)

ED 265 799 HE 019 050

Spencer, Donald S.
The Master's Degree in Transition.
Council of Graduate Schools in the U.S., Washington, D.C.
PUB DATE- Jan 86
NOTE- 6p.
AVAILABLE FROM- Council of Graduate Schools in the United States, One Dupont Circle, Suite 430, Washington, DC 20036-1173.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; College Programs; Decentralization; Distance Education; *Educational Change; Education Work Relationship; Experiential Learning; External Degree Programs; *Graduate Study; Higher Education; Internship Programs; Interprofessional Relationship; *Masters Degrees; *Professional Education; *Specialization

Past and current features of the master's degree and planning implications are considered. After outlining the traditional master's degree, five recent trends are addressed: specialization, professionalization, application, decentralization, and depersonalization. The number of special master's degree programs has grown, and many programs lead to specialized entry-level positions in the professions or to supervisory careers. Almost no American profession lacks an appropriate master's degree program. There has also been increasing provision for applied experience through internships. While residency and mentorship has been deemphasized or discontinued, no new consensus about the structure of external degrees, or external coursework, has been developed. In addition to professional education, master's programs also provide traditional scholarly training for future university leaders, and

ED 265 813 HE 019 068

AASCU and the Nation's Schools: An Action Program for Excellence and Opportunity in Education.

American Association of State Colleges and Universities, Washington, D.C.

PUB DATE- Jan 84
NOTE- 6p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Agency Role; *College School Cooperation; Educational Change; *Educational Quality; Government School Relationship; Higher Education; National Organizations; *Policy Formation; Preservice Teacher Education; Program Evaluation; *Public Schools; *State Colleges; Technical Assistance
IDENTIFIERS- *American Association of State Colleges and Univs; *Excellence in Education

The role and activities of the American Association of State Colleges and Universities' (AASCU) Task Force on Excellence are identified. Functions of the Task Force are to assist AASCU members in: (1) evaluating and improving teacher preparation programs; (2) reviewing and evaluating recommendations contained in recent studies dealing with America's school system; (3) identifying issues that might be of particular concern to AASCU institutions and their constituents; (4) developing teaching/learning strategies designed to achieve excellence in education, in partnership with other public schools and institutions; (5) disseminating information on reforms to the public and to special audiences; (6) working with state officials and national agencies to form policies within states that will promote educational excellence; (7) assessing the effectiveness of educational reforms through periodic AASCU-sponsored regional and national conferences; and (8) co-sponsoring programs designed to assure continued access to educational opportunity for the disadvantaged. Activities projected for the Task Force concern preparation of policy statements, technical assistance to member colleges, and promoting collaboration among colleges, schools, and agencies. The 1983-1984 Task Force action plan is included. (SW)

learning and teaching; (2) the self-directed or autonomous learner; (3) topics in which self-directed learners are interested; (4) the implications of self-directed learning for the organization of distance education systems; (5) teaching the self-directed learner; (6) the author's personal experience with an open university course for adults, "Education for Adults"; (7) technology in the service of the individual; (8) a chart summarizing the life cycle research theories of eight contemporary researchers; (9) a section of the course outline for "Education for Adults"; and (10) a list of references. (JB)

ED 265 826 IR 011 950

Lukes, John A.
Technical Report on the Prospective Student Inquiry Data File and Information System at California State University, Chico.
California State Univ., Chico.
PUB DATE- 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admissions Counseling; Case Studies; *College Applicants; Computer Storage Devices; *Databases; Data Collection; Data Processing; Higher Education; *Information Needs; *Management Information Systems; Online Systems; *Student Recruitment
IDENTIFIERS- California State University Chico

This report discusses the development and characteristics of the Prospective Student Inquiry Data File and Information System, which is used by the California State University at Chico (CSUC) as part of an effort to increase its student applicant population. Following a brief review of organizational background information, the report is divided into five sections which provide: (1) a detailed description of the purpose and function of the School Relations and Outreach Office, one of the university agencies responsible for student recruitment; (2) information on the Prospective Student Inquiry Data File--function, history, data sources, data entry schedule, specific file record elements, file processing, file output, user population, and output utilization; (3) a discussion of problems caused by the computer-incompatibility on campus that inhibits full use of the Prospective Student Information System; (4) a case study of efforts by the CSUC School of Agriculture and Home Economics to incorporate the Inquiry Data

considerations and modes of microcomputer-based instruction. A list of references completes the document. (JB)

ED 265 839 IR 011 963

Technology Demonstration Program: Final 1984-85 Evaluation Report. Technology Demonstration Sites: Case Studies and Technology Report, Part A, Sections 11-15 and 17-20.

Minnesota State Dept. of Education, St. Paul.

PUB DATE- 85
NOTE- 201p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Case Studies; *Change Strategies; Computer Assisted Instruction; Courseware; *Curriculum Development; *Demonstration Programs; *Educational Technology; Educational Television; Elementary Secondary Education; Evaluation Methods; Inservice Teacher Education; Microcomputers; Program Evaluation; School Districts; State Departments of Education; *Technological Literacy
IDENTIFIERS- Minnesota

Third in a series of reports on Minnesota's Technology Demonstration Program, this document provides a synthesis of previous findings, presents a critique of the technology program, and evaluates 15 demonstration sites which were chosen to serve as models for the uses of technology in instruction and management. The report is divided into three major sections. The first section contains: (1) a brief explanation of the evaluation and data gathering methods used; (2) an overall description of the program; (3) a series of judgements about, and ratings of, the program; (4) some general observations about technology; and (5) recommendations for action. Appendices contain summary data on the projects, including their major focus, sources and amount of funding, expenditures by project and expenditure category, and a fact sheet for each site. The second section presents a summary of case study findings as well as a detailed analysis of each of the 15 programs. Comments on each program are divided into: introduction, project context, program input or resources, program implementation or process, program outcome, and synthesis/summary. The third section contains regulations developed by the Minnesota Advisory Committee on Technology in Education for school districts and the Department

knowledgeable in the use of electronic networking on campus, their desire to communicate with colleagues in other institutions will grow. As a result, newer, stronger, and more frequent exchanges of ideas, materials, and news will facilitate the interchange of ideas among the professoriate, thereby increasing the quality of teaching, learning, and research in higher education. (JB)

ED 265 852 IR 011 977

Huntley, Joan Sustik; And Others

Evaluation of a Computer-Controlled Videodisc Program To Teach Pediatric Neuromotor Assessment. Revised.

PUB DATE- 15 May 85

NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Covariance; *Computer Assisted Instruction; Higher Education; Intermode Differences; *Medical Education; *Medical Students; *Neurological Impairments; *Pediatrics; Student Attitudes; Tables (Data); Teaching Methods; *Videodisc Recordings

IDENTIFIERS- Instructional Effectiveness; *Videodiscs

To assess the instructional effectiveness and user acceptance of a computer-controlled videodisc program designed to teach medical students to recognize and assess motor dysfunction in infants, an experimental group of third year medical students (N=65) were instructed using the videodisc program; a corresponding control group (N=70) did not use the program. Data were gathered from three instruments: (1) a 10-item multiple choice subtest on knowledge that was embedded in the 120-item final examination at the end of the 6-week pediatric rotation; (2) a 9-item multiple choice subtest assessing diagnostic skills that was provided via videotape as part of the same exam; and (3) a 20-item attitude questionnaire for students in the experimental group. Findings indicate that there were statistically significant differences between the experimental and control groups and that the students in the experimental group scored higher on both subtests. Neither variation on the amount of prior clinical experience nor time spent in the clinical unit had an effect on student scores. In addition, despite some technical problems, students' evaluation of the program's educational

were also provided, as well as two major speakers. These proceedings comprise: (1) the keynote address, "Legislation to Provide Something to Share" (Major R. Owens; (2) summaries of daily activities; (3) the conference address, "Benefits of Multitype Cooperation" (Hugh C. Atkinson); (4) an agenda for action; and (5) a response by Gary E. Strong. Appendices include: a full list of conference attendees; the conference workbook containing commissioned essays as well as the results of commissioned research on multitype networking; a bibliography of the on-site study collection; and brief biographies of conference resource people. Papers included in the conference workbook include: "Performance, Organization and Attitudes: Factors in Multitype Library Networking" (Betty J. Turock); "The Nature of Exchanges between Libraries in Multitype Cooperatives" (Barbara M. Robinson); "Funding Multitype Library Cooperatives" (Scott Bruntjen); "Multitype Library Networking: A Bibliography" (Betty J. Turock); "California Library Resources and Resource Sharing: An Overview" (Cy H. Silver); "Options for Multitype Library Cooperation under California Law" (Cy H. Silver); "California Libraries and Networking: Report of a Survey" (Nancy A. Van House); and "A Library Is a Library Is a Library--Or Is It? Report on Library User Group Interviews" (Diane E. Johnson). (THC)

ED 265 868 IR 051 408

McCombs, Gillian M.
Catalog Maintenance Online in ARL Libraries. SPEC Kit 119.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Dec 85
NOTE- 134p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, 1527 New Hampshire Avenue NW, Washington, DC 20036 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Administrative Organization; Databases; Higher Education; Library Administration; *Library Automation; *Library Catalogs; Library Planning; Library Surveys; *Library Technical Processes; Occupational Information; Online

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Faculty Development; *Faculty Evaluation; *Faculty Mobility; *Faculty Promotion; *Graduate School Faculty; Higher Education; *Library Education; *Library Schools; Statistical Data

This study was undertaken to analyze turnover among faculty members who taught during the academic years 1960 to 1985 at U.S. library schools offering master's programs accredited by the American Library Association (ALA). Included in the study were 1,235 persons of whom 605 (49%) were women, and 630 (51%) were men. U.S. library schools holding accreditation during part of or throughout the entire period numbered 66. The study was undertaken to determine: (1) the average age at which faculty members first entered teaching; (2) for those faculty members who left teaching prior to the 1984-85 academic year, age at which they left teaching, number of years taught, number of teaching positions held, and types of positions or endeavors undertaken when leaving teaching; and (3) for those faculty members actively engaged in teaching during the 1984-85 academic year, age, number of years taught, and number of different teaching positions held. A narrative summary is followed by a series of nine tables that present statistical analyses of the survey findings. (THC)

ED 265 882 IR 051 425

Dew, Stephen H.
Technical Writing: Library Resources for Engineers. A Self-Paced Workbook for the University of Arkansas Libraries. Revised.
Arkansas Univ., Fayetteville. Mullins Library.
PUB DATE- 85
NOTE- 86p.; For related document, see IR 051 417.
AVAILABLE FROM- University of Arkansas Libraries, University of Arkansas, Fayetteville, AR 72701 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; College Freshmen; *Engineering Education; Higher Education; Library Facilities; *Library Instruction; *Library Materials; Library Services; *Library Skills; *Technical Writing; Workbooks
IDENTIFIERS- *University of Arkansas

This self-paced library workbook is a course requirement of all

ED 265 895 JC 860 065

Lewis, Merrilee R.; And Others
Performance of San Joaquin Delta College Freshmen Students in Reading, Writing and Math by Ethnicity, High School Status and Age.
San Joaquin Delta Coll., Stockton, Calif.
PUB DATE- Oct 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Age; College Freshmen; Community Colleges; Educational Attainment; Educational Testing; Ethnic Groups; *Mathematics Skills; *Reading Ability; *Student Characteristics; *Student Placement; Two Year Colleges; *Two Year College Students; *Writing Skills

A study was conducted in fall 1985 to determine how well students at San Joaquin Delta College (SJDC) were prepared in reading, writing, and mathematics, comparing students by ethnicity, high school status, and age. SJDC uses the Comparative Guidance Placement (CGP) Tests to to assess all new students who do not have an Associate of Arts degree or who do not present achievement test scores equivalent to the national average for college-bound seniors. Study findings, based on scores of 3,666 students assessed for fall 1984 and 3,382 students assessed for fall 1985, included the following: (1) there was little difference between the 1984 and 1985 students, with 46% functioning at a high school level in reading and writing; (2) in mathematics, 60% were functioning at a high school level; (3) more SJDC students scored at lower levels than students in the national sample; (4) performances of ethnic groups varied strikingly; (5) in mathematics, more Asian students performed at the highest level than any other ethnic group; (6) SJDC's ethnic distribution reflected the distribution of California community colleges; and (7) there were not significant differences based upon age. Several pages feature tables and a bar graph. (LAL)

ED 265 896 JC 860 066

Glenn, Hugh W.
A Review of Present and Proposed Occupational and Degree Programs

Santora, Joseph
Community Colleges and Industry: Rationale for a Relationship.
SPONS. AGENCY- Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- Sep 85
NOTE- 13p.; In: Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University (JC 860 072).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Role; *Community Colleges; *Cooperative Programs; Industrial Training; *Job Training; Labor Education; Private Financial Support; *School Business Relationship; Two Year Colleges

The community college has a distinct role in working cooperatively with the business community. Changes in the labor market and labor force and structural changes in the economy on both a domestic and international level are underscoring the important role community colleges can play in meeting the needs of industry for training and education. From the industrial point of view, however, the educational community cannot be counted on to deliver the desired product on time. Hampered by self-imposed restrictions, lack of a willing and technically prepared faculty, and legal and contractual barriers, community colleges have been slow to respond to business and industry's needs. Community colleges can gain a number of distinct benefits from working cooperatively with business and industry. Cooperative relations with business provides the community colleges with additional lobbying power, additional students, and a competitive position with respect to the growing number of proprietary schools. Industry also enjoys certain gains, including training at a realistic cost, better-qualified entry-level personnel, and tax advantages. Finally, the community at large receives its share of benefits as residents become more employable, industries remain in the community, and new industries are attracted. (EJV)

ED 265 910 JC 860 080

Kudless, Joseph C.
Faculty Evaluation at the Community College.
SPONS. AGENCY- Princeton Univ., NJ. Mid-Career Fellowship Program.

national child care initiative, this hearing explored the entire range of issues surrounding child care in order to develop a set of specific recommendations for Congress. Appearing before the committee were representatives of corporations and voluntary agencies in Texas that have devised innovative ways to make child care more available for millions of working families and their children. The cooperative public-private solutions they have crafted include corporate development funds, city and county-supported vendor-voucher programs for family- and center-based care, resource and referral services, and after-school programs. Described are such programs as (1) child care services of the Southland Corporation and (2) Austin Families, Inc., a nonprofit oranization formed to develop resources for working parents and their children. The hearing record also includes a publicity flyer describing The Avance (Avan-sey) Educational Programs for Parents and Children; the Texas Department of Human Resources' Parents' Guide to Registered Family Homes (Form 2916, December, 1982); the report and recommendations of the Child Care Total Involvement Team of the Lincoln National Corporation; a description of programs of Neighborhood Centers, Inc.; and a United Way of Texas report on child day care in Texas. (RH)

ED 265 923 PS 015 479

Sipp, Patricia B., Ed.
The Group Care/Adoption Practice Manual: Guidelines for Adoptive Planning for Children in Group Care.
North Carolina Univ., Chapel Hill. School of Social Work.
PUB DATE- Nov 83
NOTE- 142p.
AVAILABLE FROM- School of Social Work, Attn: Gretchen Stancell, University of North Carolina at Chapel Hill, 223 E. Franklin Street, Chapel Hill, NC 27514 ($15.00, plus postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Adopted Children; *Adoption; *Child Welfare; Foster Care; Placement; Program Descriptions; *Program Development; Program Guides; *Social Services; Social Workers

This manual, which provides guidelines for effective adoption services for children in residential group child care who need new,

DESCRIPTORS- Age Differences; *Cognitive Processes; *Comprehension; Concept Formation; *Developmental Stages; Early Childhood Education; *Humor; Personality Traits; Play; *Young Children
IDENTIFIERS- Incongruence (Psychology)

Highlighting pertinent research in the area of young children's development of humor, this paper reviews four areas from a cognitive-developmental perspective: (1) humor as a cognitive process, (2) humor and the developmental process, (3) research on young children's humor, and (4) humor and early childhood education. First, the structural properties of incongruity and resolution are discussed in terms of the forms that humor can take as a cognitive process. The stages involved in humor processing are examined in relation to the structure of humor and the cognitive status of the recipient. Secondly, humor is viewed as a developmental process which reflects underlying cognitive changes. General cognitive prerequisites for incongruity humor are defined and the stage at which young children first are capable of understanding comic incongruity is identified. Thirdly, research is reviewed and findings summarized in the areas of laughter-provoking situations, cognitive mastery, moderately novel humor stimuli, and structural aspects of humor. Lastly, the role of humor in four areas of early childhood education are explained: humor as a motivating factor; the value of humor in spontaneous play activities; the role of humor in the learning process; and the types of humor most appropriate for young children. Examples of children's jokes, riddles, etc. are used to illustrate important concepts throughout the paper. An 11-page reference list is appended. (DST)

ED 265 938 PS 015 589

Maehr, Martin L.; Archer, Jennifer
Motivation and School Achievement.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 45p.; To be published as a chapter in Current Topics in Early Childhood Education, Volume 7, 1987. Ablex Publishing Corporation, Norwood, NJ, Lilian G. Katz, Editor.
CONTRACT- 400-83-0021
LANGUAGE- English

Collected are four conference speeches which in various ways attack the developmental perspective that views genetics as a source of stability and environment as a source of change. Dr. Bonnie E. Litowitz's discussion of "Context and Continuity: Changing Perspectives on Children" explores differences among development, learning, and evolution to account for the importance of the concepts of interaction and context in contemporary research on children. Discussing the "Development of a Transactional Self," Dr. Jerome S. Bruner argues that the nature of the development of self is such that it becomes possible to maintain continuity in development while providing the basis for change. In "Children and Social Networks," Dr. J.P. Comer asserts that there is too little research on the life and development of children in their social networks beyond the family or on the skills and interactions needed to function adequately in those social networks in the complexity of contemporary, urban society. Particular attention is given to the success of the Yale Child Study Center team's intervention efforts in inner-city schools. In conclusion, Dr. Michael Cole's description of "A Socio-Cultural Approach to the Study of Re-mediation" argues that information processing theory and systems of remedial reading instruction fail to see reading as a process of interpreting the world. He describes research documenting the effectiveness of incorporating that view in remedial interventions. (RH)

ED 265 952 PS 015 613

Litowitz, Bonnie E.
Context and Continuity: Changing Perspectives on Children.
Erikson Inst. for Advanced Study in Child Development, Chicago, IL.
PUB DATE- Apr 83
NOTE- 18p.; In: New Directions in Studying Children. Speeches from the Conference of the Erikson Institute (Chicago, IL, April 29-30, 1983)--see PS 015 612.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; *Child Development; *Parent Child Relationship; Research Needs; *Social Influences; *Systems Approach; Theories
IDENTIFIERS- *Context Effect; Theoretic Orientation; Vygotsky (Lev S)

When studied closely, it is evident that children who seem to be

number of legal issues that have arisen during the implementation of this provision. The aim of the study was to provide information useful to state agencies and courts on how the hearings are functioning. On a limited basis, primarily through analysis of hearing decisions, the issue of case outcomes also is addressed. Following an introduction which describes the study background and methodology, chapters cover (1) legal issues related to dispositional hearings and (2) state statutory survey results. An extensive appendix summarizes each of the fifty states' and the District of Columbia's state statutory provisions closest to P. L. 96-272 dispositional requirements. Each summary includes the following topical areas: procedure, coverage, procedural safeguards, scheduling, authority of court, and decision required. (DST)

ED 265 966 PS 015 633

Cahalan, Margaret; Cook, Ronna
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Functioning of the Hearings. Volume IV. Final Volume.
American Bar Association, Washington, DC. National Legal Resource Center for Child Advocacy and Protection.; Westat, Inc., Rockville, MD.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 26 Apr 84
NOTE- 233p.; For other volumes in this survey, see PS 015 630-632.
CONTRACT- 105-82-C-009
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adopted Children; *Adoption; Case Records; Children; *Child Welfare; Compliance (Legal); Court Litigation; Courts; Decision Making; Federal Legislation; Foster Care; Hearings; *National Surveys; Placement; Program Evaluation; Questionnaires; State Legislation; *Summative Evaluation; *Welfare Agencies
IDENTIFIERS- *Adoption Assistance and Child Welfare Act 1980

This report is the fourth and final volume presenting results of the Phase II Comparative Study of Case Review Systems, focusing on the implementation of the dispositional hearing component of the Adoption Assistance and Child Welfare Act of 1980 (P.L. 96-272). This volume presents results from questionnaires administered to

DESCRIPTORS- Databases; *Data Collection; *Educational Background; Elementary Secondary Education; Enrollment; Information Processing; Information Systems; *Migrant Children; Migrant Education; *Participant Characteristics; *Recordkeeping; Records (Forms); *Student Records

IDENTIFIERS- Louisiana; *Migrant Student Record Transfer System

Written for Migrant Student Records Transfer System (MSRTS) specialists, this manual provides information to help them generate, translate, interpret, use, and update a migrant child's educational record. The manual serves as a reference to be used in conjunction with the National MSRTS User's Manual and as initial orientation and subsequent guide for new MSRTS specialists. Introductory information includes an overview of the system with subsequent chapters giving concise and specific instructions for recordkeeping with examples provided for handling typical cases. Individual chapters cover the authorization form, parental concurrence form, management information system form, enrollment form, non-migrant moves, school enrollment and withdrawal, change in migrant status, recertification, and termination of migrant status. A 13-page section covers the Migrant Student Educational Record with steps for completing each of 24 information areas on the form. Additional chapters cover summer school programs, the specialist's role in annual migrant program evaluations, and procedures to follow when keeping records for more than one parish. The references and resources section includes names, mailing addresses, and phone numbers for MSRTS staff at state, regional, and parish offices. Also included are abbreviations and codes needed for recordkeeping and a copy of the annual evaluation questionnaire for Louisiana's Migrant Education Programs. (JHZ)

ED 265 981 RC 015 529

Starrett, Richard A.; And Others

The Support System of the Hispanic Elderly and the Use of Formal Social Services.

PUB DATE- Nov 83

NOTE- 25p.; Paper presented at the Annual Scientific Meeting of the Gerontology Society of America (36th, San Francisco, CA, November 1983). Appended material contains small print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

American education which has yet to develop an established research base. Recent research has established that rural adult learners look like, act like, and learn like urban adult learners, but their opportunities for participation in adult education programs are limited because of access, distance and travel, self-confidence, and affordability. Identified as providers of rural adult education are four-year colleges/universities, federal and state government agencies, private organizations, research institutes, regional libraries, state departments of education, two-year community colleges, and vocational-technical colleges. Research shows programming offers undergraduate degrees, job training and professional development, noncredit conferences and workshops, Adult Basic Education courses, rural focused curricula, and community development activities. Efforts to improve research on rural adult education focus on creating a complete picture of rural adult learners and educational providers, developing policy options more responsive to increased costs associated with delivering services to rural areas, examining collaborative models and methods of coordination that best serve rural communities, and studying successful rural adult programs. Research is also needed on the role of adult education as a mechanism to promote rural development. (NEC)

ED 265 995 RC 015 614

Valle, Victor M.
Investigacion Participativa y Gestion de Sistemas Educativos. (Participatory Research and the Management of Educational Systems).
PUB DATE- Nov 85
NOTE- 29p.
LANGUAGE- Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Involvement; *Educational Administration; *Educational Change; Educational Development; *Educational Improvement; Parent Participation; Rural Areas; *Social Change; Urban Areas
IDENTIFIERS- *Latin America; *Participatory Research

Elements which, when put in harmony, might generate powerful tools for social change and educational development are (1) the ever present need of the educational systems to evaluate their performance; (2) the universal acceptance of the life-long education concept as a major guideline to design educational

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biology; Classification; *Course Descriptions; *Ecology; Evolution; *Genetics; High Schools; *Human Body; Physiology; Reproduction (Biology); Science Education; Science Instruction; *Secondary School Science
IDENTIFIERS- New York

This syllabus has been developed as an alternative to Regents biology and is intended for the average student who could benefit from an introductory biology course. It is divided into seven major units dealing with, respectively: (1) similarities among living things; (2) human biology (focusing on nutrition, transport, respiration, excretion, and regulation); (3) variety among living things; (4) reproduction and development; (5) genetics; (6) evolution and classification; and (7) living things and their environment (with attention to ecology, relationships in the environment, the human population, and human impact on the environment). Each unit includes: a brief introduction; list of objectives; understandings (basic information subject to testing); activities and teacher notes corresponding to the understandings (with suggested laboratory experiences, questions, demonstrations, topics for discussion, career choices, methods of presentation, and references to other portions of the syllabus); and content. General information about the syllabus is provided in an introduction. (JN)

ED 266 009 SE 046 386

DeVore, Paul W.
Of Specialists and Generalists.
PUB DATE- May 84
NOTE- 20p.; March of the Mind Address presented at the XX Club of Morgantown, WV (May, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Experimenter Characteristics; *General Education; *Innovation; Inventions; *Liberal Arts; Science Education; *Science History; *Scientific Personnel; Social Change; *Specialists; Specialization; Technological Advancement

The issues involving the role and impact of specialists and generalists in society are critically examined in this paper.

devoted during an upper secondary school course to the teaching of one subject within a shorter period of time than is laid down by the regular time schedule. For example, a subject which is normally alloted 2 hours per week for 6 weeks can be taught 3 hours per week for 4 weeks. Evaluation efforts have considered the implications of the concept of concentrated studies. This working approach is discussed as a time-tabling reform, viewed in terms of educational administration, and also, from the student's point of view, as a learning situation (particularly with reference to mathematics achievement). Consideration is also given to the feasibility of evaluating such an extensive education program as concentrated studies. This final report does not contain any comprehensive evaluation of concentrated studies. On the other hand, it is observed that the experiments investigated cannot provide a basis on which to assess the value of the ideas underlying the concentration principle. The value of the idea of concentrated studies, then, is a question which still remains to be answered. (JN)

ED 266 024 SE 046 407

Stepans, Joseph; McCormack, Alan

A Study of Scientific Conceptions and Attitudes Toward Science of Prospective Elementary Teachers: A Research Report.

PUB DATE- Oct 85

NOTE- 21p.; Paper presented at the Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 10-12, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Change; College Freshmen; College Seniors; *Comprehension; *Elementary School Science; Elementary School Teachers; Higher Education; *Preservice Teacher Education; Science Education; *Science Instruction; *Scientific Concepts; *Student Attitudes

IDENTIFIERS- Science Education Research

This study was designed to determine: (1) the level of understanding of selected science concepts typical of freshmen and senior University of Wyoming elementary education students; (2) relationships between the number and kind of science courses taken by elementary education majors and their level of understanding of science concepts; and (3) if there is a significant difference in

REPORT NO.- ISBN-92-3-101279-7
PUB DATE- 75
NOTE- 430p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Biology; Demography; Ecology; *Environmental Education; Foreign Countries; Human Body; Physical Environment; *Population Education; *Reproduction (Biology); Science Education; Science Instruction; Secondary Education; *Secondary School Science; *Sex Education
IDENTIFIERS- *Asia

Factual and conceptual information dealing with the biology of human populations is offered in this guide for secondary science teachers. Instructional approaches are reviewed and suggestions are offered for use of the problem method approach, the discussion technique, and the project option. Information is organized into an introduction and five parts. The introduction described adaption possibilities and highlights basic ecological concepts and principles. The five parts focus on: (1) evolution of human populations (addressing the topics of genetics and evolution); (2) environment of human populations (synthesizing information on energy, atmosphere, water, soils, biota, oceans, nutrition, diseases, and mineral resources); (3) dynamics of human populations (identifying demographic parameters and population patterns); (4) reproduction in human populations (containing materials on human reproduction and sexual behavior); and (5) design for survival (discussing ecosystem management and control of environmental quality, fertility regulation, and humanity's future). Lists of reference readings are included after each of the parts. (ML)

ED 266 039 SE 046 424

Beauvais, Kathleen; And Others
Sex Equity and Math Achievement: A Summary of Research and Recommendations.
Michigan State Dept. of Education, Lansing. Office for Sex Equity.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

REPORT NO.- SR-4-85(e)
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Cooperative Programs; *Employed Women; Employment Opportunities; Family (Sociological Unit); Family Size; *Females; *Feminism; Futures (of Society); Marriage; Older Adults; Population Trends; Sex Bias; *Sex Role; *Social Attitudes; Technological Advancement
IDENTIFIERS- West Germany

Focusing on the changing roles and consciousness of women currently living in the Federal Republic of Germany, this report is organized under seven topical headings. The first section, "Women and Politics," comments on the increasing influence of women in local politics, with 36 women currently occupying the posts of Lord Mayor, Mayor, Senior Town Director, and Town Director. The second section, which examines employment as part of the life plan, concludes that although most girls in Germany consider a vocation as an integral part of their plans, they continue to gravitate toward traditionally female occupations. The third section, "New Technologies--Chances for Women?" suggests that while new technologies lead to the abolition of women's traditional jobs, they create new and, in most cases, better ones. Sections 4 and 5, which deal with the vocational reintegration of women after long periods away from the work force, describes a project devised by a federal committee on social policy entitled, "New Start at 35" and the role of women's cooperatives in facilitating this return to work. The next section, on marriage and the family, examines both the continuing trend toward the small family and upward trends in divorce, number of unmarried persons living together, and women desiring economic independence. Observations concerning changing attitudes of younger women in the Federal Republic of Germany and an increasing social responsiveness to "violence against women" are followed by the final section discussing the increase in the number of older women by 1990, particularly older women who are divorced, widowed, and single. A bibliography and addresses of seven women's organizations conclude the paper. (LH)

ED 266 053 SO 016 853

Schmidt, Fran; Friedman, Alice

the future of the United Nations by Maurice Strong, 15 main recommendations from the conference, and a list of participants concludes the report. (LH)

ED 266 066 SO 016 916

Population Analyses, Change and Education: Selected Resources on Population Trends, Planning and Policy, and Education. Population Dynamics for Colorado Educators.

Colorado Commission on Higher Education, Denver.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 187p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Census Figures; *Demography; Employment Patterns; Employment Projections; Policy Formation; *Population Distribution; Population Education; *Population Growth; *Population Trends; Public Policy; School Demography; Social Science Research
IDENTIFIERS- *Colorado

This sourcebook contains citations and annotations of demographic, socio-economic, and educational statistics data products, a variety of different agencies' data services, and many literary sources of relevance to educators and other public sector planners. Following an introduction containing background information on the project and the user's guide, material is organized into two parts. Part I, "Demographic References: Products and Services of Federal and State Organizations" contains subsections on "Major Reports on the 1980 Census with Reference to Colorado"; "Census Bureau: Selected Special Supplementary and Current Population Reports"; "Resources of the Demographic Section of the Colorado Division of Local Government"; "Colorado and Other Migration Reports"; "The County Information Service of the Colorado State University"; "The Business Research Division of the University of Colorado at Boulder"; "Resources of the Colorado Division of Employment and Training"; and "Demography, Theory, and Methods References." Part II, "References on Education, Planning and Policy" is divided into subsections on "Demographics and Education"; "Resources from the National Center for Education Statistics"; "Change"; "The Economy, Occupations and Education"; "Enrollments and Retention"; "Finance";

PUB DATE- 83
NOTE- 5p.; Produced by the NOW Legal Defense and Education Fund. For related documents, see SO 016 930-932.
AVAILABLE FROM- PEER, 1413 K St., N.W., 9th Floor, Washington, DC 20005 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; *Females; Government Role; Policy Formation; Postsecondary Education; Public Policy; *Sex Fairness; *Womens Education
IDENTIFIERS- Reagan (Ronald); *Reagan Administration; *Womens Educational Equity Act

The decade of the 1980's has seen the beginning of a great debate over the federal government's involvement in the nation's schools. The history of one program, the Women's Educational Equity Act (WEEA), sheds light on how the Reagan Administration has entered that debate. Congress created WEEA to help schools and colleges educate females for full participation in modern life. In 1981 the Reagan administration indicated that it was opposed to federal money being used to bring about social change. This shift in philosophy became particularly evident in Department of Education policies. In March 1981 Reagan asked Congress to eliminate the WEEA program. Bipartisan support for the program in Congress prevented this action. In 1982 the Department of Education's "Field Reader Outreach Program" became a primary vehicle for shifting the emphasis of federal funding away from equity efforts. This program proposed to select grant proposal readers from among non-experts. Also in 1982 the WEEA program director was temporarily removed and an advisory council director was fired. What has happened and will happen to WEEA is a microcosm of what is happening to women's rights in general and in education specifically under the Reagan administration. (LP)

ED 266 080 SO 016 934

Daniel, Robert S.
What Have We Learned from Instructional Technology?
PUB DATE- 85
NOTE- 15p.; Paper presented at the Mid-American Conference for Teachers of Psychology (2nd, Evansville, IN, October 18, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Developmental Disabilities; Employment; *Job Placement; *Job Skills; *Vocational Adjustment; Young Adults

The paper describes the efforts of Stepping Stones Growth Center, a vocational training organization which places persons with developmental disabilities into competitive employment. Two programs within Stepping Stones feature training for boat maintenance and janitorial and grounds maintenance. Placement preparation is described in terms of its four phases: (1) screening, interest inventories, counseling, readiness activities, application preparation; (2) employer targeting, interview techniques, job search activities; (3) individualized job search and placement; and (4) followup activities. The importance of work adjustment skills are noted. Appended materials include an eligibility requirement list, which covers such areas as mobility, hygiene, and social behavior, and a sample pre-employment questionnaire. (CL)

ED 265 694 EC 181 384

Sobsey, Dick
Interactive Evaluation of Educational Programs Serving Students with Severe Disabilities.
PUB DATE- Dec 85
NOTE- 16p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (12th, Boston, MA, December 5-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Models; *Multiple Disabilities; *Program Evaluation; *Severe Disabilities

The paper describes an interactive evaluation process based on E. Brown's transactional evaluation model, and its application to evaluating programs serving children with severe and multiple disabilities or other low incidence populations. The model emphasizes the first part of the assessment process, determining which questions to ask and what kind of information can provide suitable answers. Individualization of the evaluation design is

PUB DATE- 85
NOTE- 46p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attendance; Counseling Techniques; Elementary Education; *Language Handicaps; Program Effectiveness; *Self Concept

The major goals of the practicum with 12 severely language impaired elementary students were: to increase and enhance the students' low self-concepts, and to reduce absenteeism among the students. A 3-month self-concept guidance program for these students was developed and implemented. Specific guidance activities were conducted in three areas: (1) individual counseling, (2) small group counseling, and (3) classroom guidance sessions. Parent conferences were conducted on a monthly basis. "Good Citizen of the Week" certificates were also earned by the students on a weekly basis at school. After the conclusion of the 3-month guidance program, eight students improved scores of 10 points or higher as measured by a self-concept appraisal inventory. The mean average in self-concept points gained for all 12 students was 20 points. Absenteeism was also reduced among the students by 33%. The teacher of the Severely Language Impaired class stated that the self-concept guidance program had been "very helpful" to her students. (Author/CL)

ED 265 713 EC 181 703

Jones, Renai
The Development of Speech Workshops and Videotape Library to Train Teachers and Parents of Exceptional Infants and Preschoolers.
PUB DATE- 85
NOTE- 155p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; *Developmental Disabilities; Infants; *Language Acquisition; *Parent Education; Parent Role; Program Effectiveness; *Receptive Language; *Speech Therapy; Teacher Role; Videotape Recordings; Workshops; Young Children

The practicum focused on the lack of sufficient speech therapy for 90 physically and mentally handicapped infants and preschoolers in classes; and (4) liasion with area junior colleges, rehabilitation agencies, and business and industry. Concerns related to assessment and follow-up were identified and levels of assessment (both formal and informal) were specified to remediate the problems. A bank of objectives to match terminology was also developed for aid in using data from vocational reports for individualized education programs. Consortium members further identified curriculum materials and assessment instruments corresponding to goals and objectives. A final consortium effort addressed educators' concerns over inadequate time to offer both academic and vocational instruction. Appended materials include a list of transition objectives and related curriculum concerns, and information on specific vocational assessment instruments, and various skills checklists. (CL)

ED 265 728 EC 181 718

Weistuch, Lucille
The Effects of Maternal Training on Language Use.
SPONS. AGENCY- Educational Testing Service, Princeton, N.J. Inst. for the Study of Exceptional Children.
PUB DATE- Sep 82
NOTE- 21p.; Research conducted as part of a doctoral dissertation, Yeshiva University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Downs Syndrome; *Interaction; Intervention; *Language Acquisition; *Mothers; Parent Child Relationship; *Parent Education; *Speech Skills

In an examination of ways maternal training can influence children's language use, 20 mother-child dyads (10 with Down's Syndrome children and 10 with nonhandicapped children) were videotaped during play sessions. Training centered on recognition and response to child intents, techniques for mapping language onto the content which the child is observing, and techniques to promote child request, response, and label behaviors. Analysis of pre- and post-training videotaped interactions indicated differences in maternal speech and response style addressed to the two groups. Data suggested that differences in response styles may be attributable to differences in child responsivity, as Down's Ss complied less, looked less, answered less, and repeated less than their nonhandicapped peers. Questions were raised about the effects of mothers' didactic strategies with Down's Syndrome Children. (CL) teacher and administrator salaries and supplies. Session schedules were coordinated with the PTA Council, but scheduling of classroom time was delegated to the school directors. An open house at the end of each school session has included a demonstration of learned skills and cultural knowledge and the awarding of certificates of merit to graduating students. Native speakers visit the classes; audiovisual programs, folk-dance demonstrations, and crafts activities are provided for enrichment. While some problems have arisen, such as money management, student placement, and publicity, the program has been generally successful. (MSE)

ED 265 743 FL 015 471

Ng, Seok Moi
Implementation Strategies for an Integrative Approach to Teaching Reading and Language.
PUB DATE- Apr 85
NOTE- 25p.; Paper presented at a RELC Regional Seminar on Language Across the Curriculum (Singapore, April 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; *Classroom Techniques; Comparative Analysis; *English Instruction; Foreign Countries; Instructional Materials; *Language Arts; *Language Experience Approach; Primary Education; *Reading Instruction; Teaching Methods
IDENTIFIERS- *Language across the Curriculum

The psychological and linguistic rationales for an integrative approach to teaching reading and language that is based on the language experience and shared book approaches are presented, and the necessary changes in the Singapore educational system are outlined. Because the program is an integrated language arts approach, reading instruction time is integrated with language learning time, and some blocked periods are scheduled. The implementation strategies include provision for monitoring and feedback from workshop leaders, teachers, and students. Data derived from children's reading and language test performance, classroom observation, and a study of instructional problems faced by teachers in using the approach are analyzed, and recommendations are made. (MSE) doctoral degree recipients; the number and percent of astronomy graduates students studying selected subfields, and characteristics of the graduate astronomy student population. (SW)

ED 265 759 HE 018 884

Newman, Frank
Higher Education and the American Resurgence. A Carnegie Foundation Special Report.
Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
REPORT NO.- ISBN-0-931050-28-6
PUB DATE- 85
NOTE- 282p.
AVAILABLE FROM- Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648 ($9.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; College Attendance; *College Role; Creativity; *Economic Climate; Federal Aid; Financial Support; Government School Relationship; *Higher Education; International Educational Exchange; Labor Force Development; Minority Groups; Public Policy; *Research and Development; Social Action; Student Financial Aid; *Technological Advancement
IDENTIFIERS- *Public Service; United States

The different ways that colleges and universities can assume expanded responsibilities in national renewal are considered. After reviewing federal policy toward higher education, the American economy and competition from other countries are considered. The need for social and political renewal is also addressed, including the imperative for civic involvement in an age of self-interest. Also considered are: the question of whether colleges are graduating enough engineers and computer scientists; the availability of Ph.D.'s; the role of colleges in encouraging creativity; creativity and admission to selective programs; education for civic responsibility; active learning; student financial aid; college attendance by minorities; the expansion of international exchange; the university role in research and technology; international competition in technology; federal support for research and development; balancing the needs of defense, health, and economic development; university/industry cooperation; and investing in research libraries and advanced instruments for university research. Alternative proposals for the

Davis, Stephen F.
General Psychology: Too Much to Give Away.
PUB DATE- Aug 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- General Education; Higher Education; *Information Utilization; *Intellectual Disciplines; *Introductory Courses; Psychologists; *Psychology; Public Opinion

The idea of making general psychology more accessible to and/or usable by the general public is considered (i.e., the idea of giving psychology away). A larger and related question is whether general psychology, as an academic course and as an orientation to psychology, should be approached as general studies. One impediment to giving psychology away is the size and complexity of the field. There are 44 divisions of the American Psychological Association that include such areas as general, teaching, physiological and comparative, and public service psychology. The size and complexity of the field may also have created the impression that the field lacks unity and cohesion. Some have proposed that psychology be dissected into smaller parts that would more readily be accepted by consumers. It is argued that this proposal would be detrimental to psychology in general. It is suggested that psychologists might help others appreciate the importance and uniqueness of the total field, not "pushing" psychology as a panacea, but rather acknowledging that the field is large and loosely organized and is still having growing pains. (SW)

ED 265 774 HE 019 017

Achieving Reasonable Campus Security. Self-Regulation Initiatives: Resource Documents for Colleges and Universities, No. 2.
American Council on Education, Washington, D.C.
PUB DATE- Dec 85
NOTE- 6p.
AVAILABLE FROM- American Council on Education, One Dupont Circle, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

York State, Fall 1984.
New York State Education Dept., Albany. Information Center on Education.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Associate Degrees; Bachelors Degrees; Blacks; *College Attendance; Doctoral Degrees; *Enrollment Trends; Ethnic Distribution; Females; Higher Education; Hispanic Americans; *Majors (Students); Males; Masters Degrees; *Minority Groups; Pacific Americans; Private Colleges; Professional Education; *Racial Distribution
IDENTIFIERS- *New York; Public Colleges

Data on college attendance of ethnic and racial minorities at public and private institutions in New York State for 1984-1985 are presented. Enrollment data are presented for the state as a whole, public institutions, the State University of New York, the City University of New York, independent institutions, and proprietary institutions. The number and percent of full- and part-time undergraduates, graduate students, and first-professional students are reported by sex and racial/ethnic group. Six groups are represented: nonresident alien; Black, non-Hispanic; American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic; and White, non-Hispanic. Undergraduate and graduate student enrollments by ethnic/racial group for the different types of institutions are also provided for the following subject areas: architecture and environmental design, biological sciences, business and management, engineering, mathematics, and physical sciences. First-professional enrollments in dentistry, law, medicine, and veterinary medicine are also reported. Trends in full- and part-time enrollments by level and racial/ethnic group are included for fall 1976 through fall 1984. (SW)

ED 265 787 HE 019 030

Agreement. Central State University and the American Association of University Professors, Central State University Chapter. 1985-1988.
American Association of Univ. Professors, Washington, D.C.; Central State Univ., Edmond, Okla.
PUB DATE- 85
NOTE- 86p.

avocational study for students whose goal is learning. Likely trends for the future include: the professionalization of the master's degree will continue; the delivery of master's programs to distant sites, especially by technological means, will probably accelerate; and the master's degree in traditional disciplines will require continuing re-examination and refinement. (SW)

ED 265 800 HE 019 051

Boyer, Carol M.; McGuinness, Aims C., Jr.
State Initiatives to Improve Undergraduate Education: ECS Survey Highlights.
American Association for Higher Education, Washington, D.C.
PUB DATE- Feb 86
NOTE- 6p.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Basic Skills; College School Cooperation; Educational Change; *Educational Improvement; Educational Testing; *Government School Relationship; Higher Education; Incentives; Outcomes of Education; *Self Evaluation (Groups); State Aid; State Standards; *Statewide Planning; *Student Evaluation; Two Year Colleges; *Undergraduate Study
IDENTIFIERS- *Excellence in Education

State efforts to improve the quality of undergraduate education were surveyed by the Education Commission of the States. All 50 states and the District of Columbia have initiatives to improve undergraduate education. The high school/college transition is perceived by state officials as an area with great potential for bringing about real change in education. Ideas considered by some states include: early assessment programs, an alternative to placement testing; and disseminating a statement of knowledge and skills needed for success in college. Also receiving attention are articulation agreements for transfer from two- to four-year institutions, and assessment of student and institutional performance. Recent state assessment initiatives include: testing basic skills of entering freshmen, testing basic skills and

ED 265 814 HE 019 069

Value-Centered Education and Moral Commitment.

American Association of State Colleges and Universities, Washington, D.C.

PUB DATE- Nov 76
NOTE- 6p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Responsibility; *College Role; Curriculum Development; *Educational Objectives; Educational Policy; Futures (of Society); Higher Education; *Interdisciplinary Approach; Leadership Responsibility; *Liberal Arts; *Moral Values; Position Papers; Social Values; *Values Education

A policy statement on value-centered education is offered by the American Association of State Colleges and Universities (AASCU). Examples of different types of value-centered education are also identified. It is advocated that colleges provide more effective leadership in the areas of experience that prepare students to make future choices: personal, professional, and political. A key in responding to the needs of students lies in maintaining a strong emphasis upon the values traditionally associated with a liberal education and translating these into the contemporary setting. Curricula should be designed to acquaint students with the ways moral issues have been approached in the past, as well as how this knowledge can be applied to present and future dilemmas. Consideration should be given to developing university-wide interdisciplinary courses that emphasize universal ideas, along with expanded treatment of moral issues in specialized or professional programs. The university community can also be used as a forum for debate of moral issues, using visiting speakers, seminars, and colloquia. Examples of possible activities include: a course in environmental issues that relates ecology, society, and education; and an interdisciplinary course in human rights. (SW)

ED 265 815 HE 019 070

File into a specialized information system that would streamline its recruiting process; and (5) some projections and recommendations regarding the future of the Prospective Student Information System at CSUC. Appendices contain three different prospective student inquiry forms, a sample computer listing of an inquiry report for the School of Agriculture and Home Economics, a flow-chart for the prospective student inquiry response system, and a list of references. (JB)

ED 265 827 IR 011 951

Frampton, Robert; and Others
The Use of Teleconferencing to Conduct Interim Business.
Alaska State Dept. of Administration, Juneau. Div. of Telecommunications Services.; Alaska State Dept. of Education, Juneau.
PUB DATE- Aug 83
NOTE- 35p.; Paper presented before the Pacific Circle Consortium (Vancover, British Columbia, Canada, August 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Communication; Cost Estimates; Electronic Equipment; Information Needs; Information Networks; International Organizations; Program Costs; Program Implementation; Program Proposals; *Teleconferencing; Telephone Communications Systems
IDENTIFIERS- Alaska; Computer Communication; Electronic Mail; *Pacific Circle Consortium

This report discusses telecommunications as a possible medium for conducting certain types of Pacific Circle Consortium (PCC) business. Under the general heading of teleconferencing, the paper examines a number of telecommunications options including two-way video, electronic mail, slow-scan video, facsimile equipment, electronic blackboards, computer conferencing, and audio teleconferencing. Cost estimates are provided for each type of system, and it is recommended that PCC members become familiar with the lowest cost and most flexible of the various options, i.e., audio teleconferencing. It was also recommended that: (1) the Consortium use the teleconferencing services provided by Kellogg, Incorporated, of Denver, Colorado; (2) use of teleconferencing services by Consortium members initially consist of dialing from of Education. These relate to state funds, inservice education, availability and production of computer courseware, and criteria and procedures for evaluating courseware packages. A chart is appended which indicates the appropriate grade level specific MECC (Minnesota Educational Computing Consortium) software programs. (JB)

ED 265 840 IR 011 964

Gantz, Walter; Weaver, James B., III
Parent-Child Communication about Television: A View from the Parent's Perspective.
PUB DATE- Aug 84
NOTE- 27p.; Paper presented at the Annual Convention of the Association for Education in Journalism and Mass Communication (Gainesville, FL, August 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Analysis of Variance; Children; *Family Environment; Family Influence; Family Life; *Interpersonal Communication; Interviews; *Parent Child Relationship; Parents; *Programing (Broadcast); Tables (Data); Television Research; *Television Viewing

This study examined both general and specific parent-child television viewing experiences together with any interactions related to television viewing whether the child has watched television with a parent or alone. A total of 384 telephone interviews of parents (57% female, 43% male) with children at home between the ages of 6 and 18 were conducted in a major midwest market. The questionnaire elicited information on: general patterns of both individual and joint (parent-child) exposure to television; general patterns of parent-child conversations about television; specific parent-child TV-related conversations recalled from the previous evening; and relevant demographic and communication variables. Respondents reported watching television with their child an average of 4 days per week; one in three (34%) said every day. Most (59%) said that when they watched television with their child, it was because they both wanted to watch at the same time. Parents appeared to have ambivalent feelings toward talking about TV with their child. While 79% said that it was at least somewhat important and 30% said very important, relatively few reported really enjoying such conversations. In addition, children did not qualities was very positive and all said the program should continue to be part of medical school training in pediatrics. However, medical students did rate computer-videodisc second behind actual experience as an instructional method. Information on subsequent updating of the program, sample computer screen and videodisc frames from the program, a list of references, four data tables, and examples from the 19-item diagnostic test complete the document. (JB)

ED 265 853 IR 051 371

Griffiths, Jose-Marie; King, Donald W.
New Directions in Library and Information Science Education. Final Report.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
REPORT NO.- ISBN-0-86729-159-1
PUB DATE- Jul 85
NOTE- 376p.; For 12 supplementary volumes containing detailed competencies for different professional positions, see IR 051 372-383.
CONTRACT- 300-82-0152
AVAILABLE FROM- Knowledge Industry Publications, Inc., 701 Westchester Ave., White Plains, NY 10604 ($45.00, ISBN-0-86729-159-1).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Competency Based Education; Curriculum Development; Employment Patterns; Higher Education; Information Science; *Information Scientists; Information Services; *Job Performance; *Librarians; *Library Education; Library Research; Library Schools; Professional Continuing Education
IDENTIFIERS- *Competency Identification Procedures; Competency Lists; Information Industry; *Information Science Education

To determine the current and future competencies required by librarians and information professionals, a project was undertaken to meet the following objectives: set forth an idealized framework to be used by the librarian and information professional community; determine a first set of competencies which are validated in the

Systems; *Research Libraries; State Libraries
IDENTIFIERS- Association of Research Libraries; *Online Catalogs

To gather information on current catalog maintenance practices, researchers selected institutions from respondents to the September 1984 version of the OMS (Office of Management Studies) Automation Inventory of Research Libraries. A telephone survey of technical services and systems staff at 23 libraries investigated a wide range of issues related to both the database itself and organization-staffing. A concise summary addresses: planning and system issues; staffing and organization issues; and trends and implications. The kit contains SPEC survey information (questions asked, libraries contacted, documents received); manuals for catalog maintenance procedures from 10 institutions (University of Illinois at Urbana-Champaign, Pennsylvania State University, Syracuse University, University of Virginia, Duke University, University of California at Los Angeles, Northwestern University, Virginia Polytechnic Institute and State University, the New York State Library, and University of New Mexico); job descriptions and/or organization charts from five institutions (Pennsylvania State University, Northwestern University, University of Maryland, Virginia Polytechnic Institute and State University, and University of New Mexico); and a selective bibliography. (THC)

ED 265 869 IR 051 409

Ming, Marilyn; MacDonald, Gary W.
A Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Two/Three. First Interim Report.
Grant MacEwan Community Coll., Edmonton (Alberta).; Southern Alberta Inst. of Technology, Calgary.
SPONS. AGENCY- Alberta Advanced Education and Manpower, Edmonton.
PUB DATE- Oct 85
NOTE- 106p.; For the Phase One report, see ED 257 466.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Programs; *Curriculum Development; Curriculum Evaluation; *Distance Education; Educational Needs; Field Tests; Foreign Countries; *Job Training; Library Cooperation; Library Networks; *Library Personnel; Library Statistics; Program Descriptions; Public Libraries; *Rural Areas; School Libraries

"technical writing" freshman English classes at the University of Arkansas. The technical writing course is required of all engineering students, and its major focus is on writing a term paper containing a bibliography produced through library research. The workbook introduces students to basic library resources and services, emphasizing items most useful to engineering students. The workbook contains 21 chapters: each includes a discussion of the material covered, and a set of questions unique to that particular subject. Following an introduction, subjects covered by the workbook include: (1) a library tour; (2) author and title approaches to the card catalog; (3) subject approach to the card catalog; (4) Library of Congress Classification; (5) locating and checking out books; (6) periodical indexes and abstracts; (7) periodicals; (8) chemistry library; (9) physics library; (10) book review indexes; (11) newspapers and newspaper indexes; (12) audiovisual materials; (13) handbooks; (14) biographical information sources; (15) encyclopedias; (16) dictionaries; (17) almanacs and statistical sources; (18) maps, atlases, and gazetteers; (19) special collections; (20) government documents; and (21) the reserve reading room. Floor plans of the various areas of the library and examples of catalog cards and other forms are provided. (Author/THC)

ED 265 883 IR 051 426

Yost, Michael; Bremner, Fred
The Use of Computer Networks in Data Gathering and Data Analysis.
PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Conference of Computers in Psychology (November 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Analog Computers; *Data Analysis; *Data Collection; Data Processing; Digital Computers; *Electroencephalography; *Laboratory Technology; Medical Evaluation; Microcomputers; *Statistical Analysis; Statistical Data
IDENTIFIERS- *Computer Networks; *Electrocardiograms; IBM PC XT

This document describes the review, analysis, and decision-making process that Trinity University, Texas, went through to develop the three-part computer network that they use to gather and analyze EEG (electroencephalography) and EKG (electrocardiogram) data. The data are gathered in the laboratory on a PDP-1124, an analog

Offered by the Saddleback Community College District and the Labor Market in Orange County.

Saddleback Community Coll. District, Mission Viejo, CA.

PUB DATE- Nov 85

NOTE- 74p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; *Educational Needs; *Employment Opportunities; *Employment Patterns; Employment Projections; Job Training; *Labor Market; Labor Needs; Needs Assessment; *Occupational Information; Two Year Colleges; *Vocational Education

Designed to assist in determining the need for the present and proposed occupational and degree programs offered by the Saddleback Community College District (SCCD), this report examines selected demographic and labor market data related to Orange County, California, industrial and occupational trends, and employment opportunities for SCCD program graduates. Section I presents background information, covering Orange County labor market conditions, population data, and industrial trends. Section II compares SCCD's present occupational programs and certificate options with projections regarding specific and related job openings in Orange County by 1990. Section III identifies occupations with at least 500 projected job openings by 1990 which are not addressed by present district programs. In section IV, SCCD's proposed occupational and degree programs are listed and compared with job openings in Orange County projected for 1990. After section V summarizes occupational trends in Orange County, section VI provides a summary of findings. They show that: (1) SCCD presently offers 45 degree programs, 81 occupational programs, 89 certificate options, 6 training programs, and 1 apprenticeship program; (2) while some district programs prepare students in areas where the need for workers is great (e.g., accounting, automobile mechanics, nursing, sales and manufacturing), other programs prepare students for occupations where few jobs exist and are not expected to exist in the near future (e.g., emergency medical technician, fashion merchandising, oceanographer, and dietetic technician); and (3) of the 29 degree and occupational programs proposed for implementation in the SCCD by 1988, 55% are in the areas of engineering and related technology and health. (LAL)

ED 265 897

JC 860 067

PUB DATE- Sep 85
NOTE- 12p.; In: Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University (JC 860 072).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Community Colleges; *Evaluation Methods; *Faculty Development; *Faculty Evaluation; Performance Contracts; *Teacher Effectiveness; Two Year Colleges

Changing conditions in higher education have altered the attitudes of many participants in the academic evaluation process, as well as the process itself. The overall result has been a trade-off between more useful data gathering, more informed discussion by the participants, and some diffusion of the decision-making power on one hand; and a more complicated, formalized, and time-consuming evaluation process on the other hand. Some of the safeguards that are not a visible part of evaluation include written and publicized criteria for retention, promotion, and tenure decisions; a well-defined appeal procedure; and strict reliance on the rules of evidence in reaching personnel decisions. These characteristics of faculty evaluation relate primarily to procedural issues without clearly defining and measuring "performance." One way of including performance criteria in evaluation, while at the same time tailoring each professor's evaluation to the needs of the college and the specific strengths of the faculty member, is through the growth contract. Essential features of this approach are: (1) a conference to fashion an agreement between the faculty member and his/her peers which establishes a few key goals for the coming year as well as specifically defined performance measures; (2) agreement by the department chair to initiate frank and factual discussions if standards are not being met and to provide assistance and encouragement to faculty wishing to participate in development activities; (3) voluntary participation; and (4) peer feedback to alert the faculty member as to the effects of his/her performance. If growth contracts are built on the twin concepts of flexibility and individualization, the community college will grow along with its faculty members. (EJV)

ED 265 911 JC 860 081

Ryder, Henry D.; Perabo, George W.
The Complex Challenge of Professional Development: Current Trends and

permanent families, emphasizes interagency collaboration and communication as critical to effective adoptive plans. The manual is intended for public agency social workers responsible for placement and permanency planning, adoption social workers in public or private adoption agencies, and group care staff (primarily social workers) who are responsible for family services and planning for children. After a brief introduction in Chapter I and an overview of permanency planning and adoption in perspective in Chapter II, the remaining chapters are organized around the phases in the adoptive process. Chapters III through VII consider, in order, the following topics: deciding on the adoption alternative; clearing the child legally for adoption; finding and preparing the adoptive family; preparing the child; and the placement process. The concluding chapter includes a section on planning for children in group care who have some adoptive experience in their background. In addition, guidelines are provided for the development in other states or localities of an interagency project similar to the Group Care/Adoption Project. Included in the Appendix are reading references, an adoption agency resource list, a statement of legal provisions for the termination of parental rights in North Carolina, and an adopted child's personal "life story book." (DST)

ED 265 924 PS 015 492

Haley, Virginia
Redesigning and Expanding the Lower School Parent Volunteer Program to Increase Participation and Participant Satisfaction.
PUB DATE- 85
NOTE- 177p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coordination; *Educational Improvement; Elementary Education; Fund Raising; Parents; Parent Teacher Cooperation; Participant Satisfaction; *Program Development; *Program Improvement; Tutors; *Volunteers
IDENTIFIERS- *Volunteer Management

This practicum report describes an attempt to correct the inadequacies and improve the volunteer program in the Lower School of the University School of Nova University. The revised program endeavored to satisfy teachers and volunteers by matching the

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Behavior Patterns; Children; Educational Environment; Elementary Secondary Education; *Motivation; *Performance Factors; Personality Traits; *School Effectiveness; School Role; Teacher Role

Addressing the question, "What can be done to promote school achievement?", this paper summarizes the literature on motivation relating to classroom achievement and school effectiveness. Particular attention is given to how values, ideology, and various cultural patterns impinge on classroom performance and serve to enhance motivation to achieve. In defining motivation and achievement, five identifiable behavior patterns are outlined along with an explanation of personal investment as a unifying concept for those patterns. Also, a description of the motivational cycle is provided and the rewards for personal investment in the educational process are briefly discussed. Next, the determinants of motivation and personal investment are examined in terms of the following factors: motivation as a personal trait; motivation and thoughts about the self; motivation and achievement goals; value attached to the task; and situational influences on motivation. Finally, a theory of personal investment stressing the role of cognitive mediators in determining motivation is developed. References and figures are appended. (DST)

ED 265 939 PS 015 590

Blankenship, Mary L.
Kindergarten Children's Perceptions of Classroom Rules.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *Discipline; Interviews; *Kindergarten Children; Primary Education; Punishment; *Student Attitudes
IDENTIFIERS- Qualitative Research; *Rules and Regulations

Concern for discipline has resulted in an emphasis on school rules and enforcement in many school districts. In order to begin to understand children's perceptions of classroom rules, the teacher and 18 children in one kindergarten class were interviewed about developing through their own interactions with the environment are really benefiting from adult interactions in the process. The developing child must form a dyadic relationship with a caretaking adult. The complex workings of that dyadic unit now preoccupy researchers as they study interactions and are forced back to a more careful reexamination of context as well. Researchers now see development not as internally driven but as "outside-in." Each child grows up speaking a "mother tongue," a member of the parent's culture, but individually shaped in relation to that parent as distinct from all other members and speakers. As a result of taking the mother-child dyad as the unit of observation and analysis, a major direction of the 1980s focuses on interaction research. Two questions arise from recent studies. How can investigators observe interactions without being simply additive? How can they analyze the learning process taking place in interaction without reverting to neobehaviorist conditioning and contingency patterns? The challenge of the 1980s is to redefine "social" beyond just the notion of child-plus-other. Attention must also turn to the transformations of early dyadic relationships and early contexts constituting those relationships. (RH)

ED 265 953 PS 015 614

Bruner, Jerome S.
Development of a Transactional Self.
PUB DATE- Apr 83
NOTE- 17p.; In: New Directions in Studying Children. Speeches from the Conference of the Erikson Institute (Chicago, IL, April 29-30, 1983)--see PS 015 612.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Cognitive Processes; Cultural Influences; *Language Acquisition; *Semantics; *Speech Acts; *Syntax; Theories
IDENTIFIERS- Theoretic Orientation; *Transactional Self

It is in the nature of the development of the self that it becomes possible to maintain continuity in development while providing the basis for change. Language forms the self by making it possible for a user of language to relate himself as agent to others and to the culture. The formation of self depends powerfully on the meanings that a human being shares with others. Joint reference achieves a

250 agency and court personnel in the states and from abstract analysis of 450 case records of children having dispositional hearings. Where possible in reporting survey results, comparisons are made to national study results. Because it is the final volume, the conclusion summarizes major findings from previous volumes and addresses issues raised in all phases of the study. Appendix C contains the executive summary of the National Survey Report published in Volume I. Chapter topics include the following: orientation toward the hearings: the survey results; perceptions of hearing functioning: the survey results; perceptions of impact, problems in implementation, and recommendations: the survey results; characteristics of children: the case record abstracts; decision making at hearings: and conclusions and issues to be addressed. Extensive appendices, exhibits, and tables provide additional data, including the survey questionnaires and case record abstracts. (DST)

ED 265 967 PS 015 635

Adoption Factbook: United States Data, Issues, Regulations and Resources.
National Committee for Adoption, Inc., Washington, DC.
REPORT NO.- ISBN-0-9615820-0-6
PUB DATE- Nov 85
NOTE- 170p.
AVAILABLE FROM- National Committee for Adoption, 2025 M Street, N.W., Suite 512, Washington, DC 20036 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adopted Children; *Adoption; Organizations (Groups); Resources; Social Problems; *State Legislation; Statistical Data
IDENTIFIERS- *Rules and Regulations

This document is designed to fill major information voids in the field of adoption and to provide prospective adoptive parents with reliable data on which to base decisions. The factbook contains four major types of new information: (1) a frank discussion of the issues concerning adoption -- including costs; tax regulations; transracial adoption; foreign adoption; foster care; pro's and con's of public, private, and individual adoption; characteristics of adoptive children, biological parents, and adoptive parents; and

DESCRIPTORS- Community Services; Health Needs; *Hispanic Americans; Middle Aged Adults; *Older Adults; Path Analysis; Social Networks; *Social Services; *Social Support Groups; Socioeconomic Influences; *Use Studies
IDENTIFIERS- *Causal Models; *Predictive Models; Resource Utilization

The study examined the role played by informal (i.e., family, kin, neighbors, friends) and quasiformal (i.e., church-sponsored) support systems in predicting, enhancing, or inhibiting use of social services by Hispanic elderly. Thirty-seven variables and data selected from a 1979-1980 15-state survey of 1,805 noninstitutionalized Hispanic individuals aged 55 and over were categorized by the Andersen-Newman model of service use, which conceptualizes the individuals demand for services as a function of relationships among three factors: (1) predisposing (related to demographic, social, and belief characteristics); (2) enabling (related to availability and accessibility of community and family resources); and (3) need (related to perceived need and motivation). The path analysis method was used to ascertain relative importance and interrelationships of the variables. Knowledge of social services, perceived need for care, family income, self-rated health status, and ethnicity were found to be the most important determinants of social service use. Informal and quasiformal support systems affected use of services by contributing to the development of awareness of service availability and information about use, but took on differential levels of importance for various subgroups of the older Hispanic population. Problems for future research include examination of the types and sources as well as the frequency of support. References, path model diagrams and a zero order correlation matrix are appended. (LFL)

ED 265 982 RC 015 533

Dorman, Rebekah, Ed.; Rollo, Karen, Ed.
Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.
New York State Education Dept., Albany. Bureau of Migrant Education.; State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, D.C. Migrant Education Programs.
PUB DATE- 85
NOTE- 174p.

programs; (3) the trend toward a generalized participation and decentralization in social systems; (4) the humanization and modernization of managerial practice; and (5) the use of participatory research models to solve social problems. This paper presents some reflections on these elements and on their interrelationship. Some contextual cosiderations are made and concepts are developed about the common areas that can exist among participatory research and management of educational systems. In order to substantiate the potential of this interaction, some experiences in the Latin American countries of Colombia, Chile, and Central America are discussed and perspectives are stated about the harmonization of participatory research and educational management. (Author/NQA)

ED 265 996 RC 015 615

Valle, Victor M.
Proposiciones Sobre Autonomia Universitaria. (Propositions on University Autonomy).
PUB DATE- Jul 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; Accreditation (Institutions); Coordination; *Educational Cooperation; Foreign Countries; *Government School Relationship; Higher Education; *Institutional Autonomy; International Cooperation; *Universities
IDENTIFIERS- *Latin America

University autonomy is a concept widely discussed and often misunderstood. In the Latin American context, university autonomy has been regarded as something inherent to the nature of the universities. As long as universities exist, the phenomenon of university autonomy will be present . University autonomy should be examined in the light of such fundamental concepts as academic freedom, self-government, university-government relationships, and the university's concern for social issues. In studying its nature, several factors should be considered, i.e., juridical, historical, sociological, cultural, political, and philosophical matters. This paper makes some propositions about the concept of university autonomy, in light of important issues that have appeared in the academic realms. The propositions are made around the national planning movement in Latin American countries, the

Currently held views on specialization are analyzed and challenged. Perspectives on this dilemma are developed in the following areas: (1) limitations of experts (casts doubt on the assumption that ordinary citizens are incompetent by citing historical cases of individuals who altered the dogma of experts); (2) new technical means--innovation and invention (provides examples of inventions that occurred from those outside the recognized establishment especially in the aviation and computer fields); and (3) leadership and governance (reviews accounts of how various institutions and organizations have accommodated change brought about by outside influences). Recommendations include establishment of a liberal education at all levels and a re-examination of the extensive emphasis on vocational and professional education and learning. (ML)

ED 266 010 SE 046 387

Sanford, Julie P.
Academic Tasks and Research in Science Teaching.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- RDCTE-R/D-R-6196
PUB DATE- Aug 85
NOTE- 17p.
CONTRACT- OB-NIE-83-0006
AVAILABLE FROM- Communication Services, R&DCTE, Educational Annex 3.203, The University of Texas, Austin, TX 78712.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Curriculum Development; *Questioning Techniques; *Science Education; *Science Instruction; Secondary Education; Task Analysis; *Testing
IDENTIFIERS- *Science Education Research

This paper examines the academic task model used in the Managing Academic Tasks study as a potentially useful approach to some enduring problems or themes of research in science education: (1) effects of questioning and presentation strategies; (2) testing; (3) the role of laboratory activities; and (4) curriculum implementation and evaluation. The definition of academic tasks focuses attention on each of the following: the products students are required to produce; the resources, including content instruction, that are available to them; accountability or the attitudes toward science of freshmen (N=29) to seniors (N=43). Other objectives were to determine: any correlations between number and types of science courses completed and (a) students' attitudes toward teaching science and (b) their confidence in their ability to teach science; any sex differences in understanding, attitude, and confidence; and any correlation between attainment test scores and attitudes and confidences. Results obtained appear to substantiate the following interpretations. University of Wyoming elementary education students are being inadequately prepared to teach science in terms of attainment of a reasonable level of understanding of scientific concept currently included in elementary school science curricula. It appears that simply having these students take greater doses of traditional college science courses does not favorably impact understanding of science concepts, attitudes toward science, or confidence in personal ability to teach science. Freshmen appear to have a significantly serious negative attitudinal complex regarding science and science teaching. Though there is a discernible trend in the direction of positive attitudes toward science by students as they mature from freshmen to senior level, this trend is completely unrelated to the number of standard general education science courses completed. (JN)

ED 266 025 SE 046 408

Steinley, Gary; Vandever, Jan
Skills for Solving Word Problems: Testing and Teaching Them. A Progress Report of a Project Being Conducted at South Dakota State University.
PUB DATE- 85
NOTE- 27p.; Paper presented at the Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; Higher Education; *Mathematics Instruction; *Measures (Individuals); *Problem Solving; *Tests

A project is described that provides explicit instruction on the skills necessary for solving word problems. An informal inventory of such skills is being developed, intended for diagnostic use. It contains six sections, each keyed to the problem-solving skills of

Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Environmental Influences; Literature Reviews; *Mathematics Achievement; *Mathematics Education; *Research Utilization; *Sex Differences; *Sex Fairness
IDENTIFIERS- *Mathematics Education Research

Influences on sex equity in mathematics achievement are discussed in this summary of research and recommendations. Information on the following topics is presented, with each finding referenced to a source or sources in the bibliography provided at the end of the report: mathematics enrollment, influences on mathematics participation, predicting mathematics achievement, sex differences in attitudes toward mathematics and in mathematics achievement, visual/spatial skills, parents, peers and significant others, teachers, classroom environment, school structure, testing, advanced placement girls, career aspirations and educational goals, and recommendations to parents, teachers, and school personnel. Forty-four references are included in the bibliography. (MNS)

ED 266 040 SE 046 425

Burnham, Tom
A Field Test of a Structured Television Curriculum on the Mathematics Achievement of Incarcerated High School Equivalency Learners.
PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Audiovisual Aids; *Dropouts; Educational Research; *Field Tests; *High School Equivalency Programs; Mathematics Achievement; *Mathematics Instruction; *Television
IDENTIFIERS- *Mathematics Education Research

Problems connected with school dropouts and illiteracy are discussed. The need for decreasing recidivism and prison populations through educational programs is presented, with data on the costs of not doing so. The use of television as a teaching resource is proposed as a possible solution. A field test was conducted to determine the effects of a series of instructional

Creative Conflict Solving for Kids, Grades 4-9. Second Edition.
Abrams (Grace Contrino) Peace Education Foundation, Inc., Miami Beach, FL.
PUB DATE- 85
NOTE- 80p.; For the first edition, see ED 244 882.
AVAILABLE FROM- The Grace Contrino Abrams Peace Education Foundation, Inc., Box 19-1153, 210 N.E. 18th St., Miami, FL 33132 ($13.95, plus $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict; *Conflict Resolution; Decision Making; *Interdisciplinary Approach; Intermediate Grades; *Interpersonal Communication; Junior High Schools; Learning Activities; Lesson Plans; *Peace; *Problem Solving; Social Studies; Units of Study; Values

Intended to challenge students in grades 4-9 to deal creatively and constructively with conflict, this interdisciplinary resource book contains 40 reproducible student worksheets that can be incorporated into social studies, science, and language arts curricula. Teaching techniques include modelling, mediation, problem-solving, brainstorming, role playing, visualization, body movement, and integration of conflict-resolution concepts. Lessons encourage students to develop positive interpersonal skills, respect human differences, understand the causes of conflict, practice conflict-resolution strategies, learn ways to handle frustration and anger, and explore conflict as a positive force for change within the democratic process. Incorporated within the text, the teacher's guide presents major concepts, important vocabulary, teaching suggestions, discussion questions, and extension activities for each lesson. A posttest concludes the booklet. (LH)

ED 266 054 SO 016 876

Sage, Jewel Ross
Clear de Road: A Manual for Teachers to Accompany a Virgin Islands History Textbook of the Same Name on Virgin Islands History for Fourth Grade.
Virgin Islands Bureau of Libraries, Museums and Archaeological Services, St. Thomas.; Virgin Islands Government Dept. of Education, Charlotte Amalie.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED),

"Public Policy: Theory to Practice"; "Planning Methods, Data Gathering, and Reporting"; and "Other Leadership Resources." Each citation contains title, author, publication date, publisher, pages, and a short annotation. Appendices include: (1) Demographics Basics; (2) Subject Items Included in the 1980 Census; and (3) Obtaining Government Publications (a list of state depository libraries, a Colorado State Data Center Directory, and an address list of State Coordinating Organizations). An author and source index is also included. (LP)

ED 266 067 SO 016 917

Alexander, E. Curtis
The Fundamentals of an African American Value System.
PUB DATE- 13 Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Virginia State Humanities Conference (Newport News, VA, April 13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Culture; African History; *Black Culture; Cultural Awareness; Cultural Background; Holidays; Models; *Values

The Nguzo Saba or "Seven Principles of Blackness" provide the fundamental basis for the development of an African America value system that is based on the cultural and historical particularisms of being Black in an American society that devalues Black efficacy and Black people. The fundamentals of this value system, foundational to the Kwanzaa life experience holiday celebration, are outlined as: (1) Umoja (unity), which is a commitment to the principle and practice of togetherness and collective action on critical levels (i.e., the family, community, nations, and races); (2) Kujichagulia (self-determination), which is a commitment to the principle and practice of defining, defending, and developing oneself instead of being defined, defended, and developed by others; (3) Ujima (collective work and responsibility), which is a commitment to active and informed togetherness in matters of common interest; (4) Ujamaa (cooperative economics), which is a commitment to the principles and practices of shared wealth and resources; (5) Nia (purpose), which is a commitment to the collective vocation of building, defending, and developing the national community in order to regain historical initiative and greatness as a people; (6) Kuumba (creativity), essentially a commitment to the principle and

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Computer Assisted Instruction; Educational History; *Educational Innovation; *Educational Technology; Higher Education; *Interpersonal Relationship; *Psychology; *Teacher Influence; *Teacher Student Relationship; *Technological Advancement

In this discussion of various educational technologies that have come and gone during the past 40 years in the teaching of psychology, factors affecting the effectiveness of teaching technologies are discussed and six technological innovations are reviewed. These are: (1) teaching by motion picture films; (2) closed circuit television; (3) teaching machines; (4) programmed textbooks; (5) Keller's Personalized System of Instruction; and (6) computer-assisted instruction. Despite efforts to determine which methods and technologies work best, researchers surmise that no significant differences in effectiveness have been found either because there are no real differences, the effectiveness of the teaching method depends on one or more attributes of the student, and/or the effectiveness of the teaching method depends on the impact of the teacher as a person. Parallels from a passage describing the ideal counselor-client relationship are drawn to illustrate the importance of the teacher-student relationship. Next, six roles of the teacher are identified and five key points concerning educational technology are made: (1) that there is a need to concentrate on the teacher's role as a socializing agent, ego ideal, and person; (2) that technologies eliminate opportunites for interpersonal functions by exaggerating the importance of information transmission; (3) that assessment should be based on student maturation, inspiration, and collegiality; (4) that teachers should not replace teaching with technology; and (5) that teachers need to become more "user friendly" to compensate for the increasing role of technology in the educational process. (LH)

ED 266 081 SO 016 935

Byrum, C. Stephen
The Hamstringing of Moral Education: Athletic Metaphors and Educational Administration.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English

accomplished through structured interactions with interested parties. Such meetings allow program staff, students, parents, administrators, advocates, and others to participate in the evaluation design. Subsequent meetings with these same parties allow for additional input and improve prospects for implementing change. (Author/CL)

ED 265 695 EC 181 385

Haring, Norris
Investigating the Problem of Skill Generalization. 3rd Edition. With Literature Reviews.
Washington Univ., Seattle. Washington Research Organization.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 85
NOTE- 129p.; For second edition, see ED 249 737. For first literature review, see ED 249 738.
CONTRACT- 300-82-0364
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Environmental Influences; *Generalization; Literature Reviews; *Self Control; *Severe Disabilities

The report describes second year efforts of a 5-year investigation of skill generalization among severely handicapped students. An overview section introduces the Washington Research Organization, noting its administration and management and its major emphasis on the collection of descritptive data and laboratory research, research in natural educational settings, evaluation, and communication. Basic research concepts in generalization are reviewed. The four approaches to generalization are summarized: (1) studies in ecological variables, (2) studies in performance patterns, (3) studies in self control, and (4) studies in strategy implementation. The second part addresses each of the four generalization strategies by means of research reviews: training in the natural environment and skill generalization, response competition and generalization, teaching retarded students to reinforce their own behavior, and social skills training. (CL)

a program for developmentally delayed children. Two workshops were conducted and a speech videotape library was established consisting of demonstrations of 49 receptive language goals in developmental order. Videos illustrated how parents or therapists carry out speech goals. Fifteen children, teachers, and parents comprised the evaluation sample. Results from questionnaires, observations/interactional analyses, developmental tests, recording forms, and videotape circulation forms indicated that 100% of the parents and teachers used the tapes, 100% learned how to carry out goals, 100% learned which goals came next developmentally, and 50% of the parents and teachers learned how to simplify goals. In addition, there was a 17% increase in use of proper reinforcers, and 100% of the children progressed in the area of receptive language. (CL)

ED 265 714 EC 181 704

Integration of the Handicapped in Secondary Schools: Five Case Studies. The Education of the Handicapped Adolescent, III.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- ISBN-92-64-12774-7
PUB DATE- 85
NOTE- 170p.; For the first two volumes in this series, see ED 210 873 and ED 237 213.
AVAILABLE FROM- OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W. Washington, DC 20006-4582 ($16.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Curriculum Development; *Disabilities; Educational Philosophy; *Foreign Countries; History; *Mainstreaming; Program Descriptions; *Program Development; Secondary Education; *Social Attitudes
IDENTIFIERS- England; Italy; Norway; United States

Five case studies illustrate "good practice" in integrating handicapped secondary students. The articles focus on programs in Italy, the U.S., England, and Norway. Papers on the Scuola Di Rienzo on Rome and the Drayton School in Oxfordshire, England describe lower secondary schools. The Rome program was once a

ED 265 729 EC 181 719

Strategies for Serving Deaf-Blind Clients: Institute on Rehabilitation Issues (11th, San Antonio, Texas, June 1984).

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 163p.
GRANT- G0083C0010/02
AVAILABLE FROM- Arkansas Rehabilitation Research and Training Center, Publications Dept., P.O. Box 1358, Hot Springs, AR 71902 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Counseling Techniques; *Deaf Blind; *Definitions; Educational Philosophy; History; Program Administration; *Psychological Needs; *Vocational Rehabilitation

The publication is intended to dispel misconceptions about the vocational rehabilitation service needs of deaf-blind persons. The first of five sections presents a history and comments on the philosophy of working with deaf-blind persons. Five programmatic definitions of deaf-blindness are offered. Section 2 addresses communication modes, aids, and devices (such as specific alphabets and braille hand speech) used by this population. The third section examines five topics: (1) administrative issues (legal aspects, program management); (2) a continuum of services (multi-agency collaborative networks, models of interagency agreements); (3) special needs of deaf blind persons (broken down into categories of types of deaf-blindness); (4) counselor concerns (caseload management, orientation and mobility, housing); and (5) the vocational rehabilitation process (training, job development). Section four examines training programs to enable rehabilitation personnel to deal with deaf blind clients and provides a list of resources that can be contacted for assistance. The final section is composed of references and a list of study group members who developed the document. (CL)

ED 265 744 FL 015 472

Speaking With Us.
Yakima Valley Coll., Wash.
PUB DATE- 85
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; *Basic Vocabulary; *Daily Living Skills; *English (Second Language); *Functional Reading; Illustrations; Interpersonal Communication; Introductory Courses; Limited English Speaking; Second Language Learning; *Vocabulary Development; Workbooks; Writing Exercises

An illustrated workbook containing exercises in speaking and writing skills designed for a beginning learner of English as a second language is presented. The workbook includes material on greetings, giving personal information, numbers, time, days of the week, holidays, body parts, health information, states of being, food, colors, clothing, sizes, money, shapes, seasons, simple expressions, housing, work-related language, tools, occupations, and common signs. (MSE)

ED 265 745 FL 015 473

Burrill, Carol
The Sensitive Period Hypothesis: A Review of Literature Regarding Acquisition of a Native-Like Pronunciation in a Second Language.
PUB DATE- 15 Nov 85
NOTE- 20p.; Paper presented at a meeting of the TRI-TESOL Conference (Bellevue, WA, November 15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

financial aid system include: providing aid to students who engage in public service, and awarding federal scholarships to students who agree to teach in the public schools after graduation. (SW)

ED 265 760 HE 019 003

Ferguson, James L.
Cooperation: Key to the Future.
Council for Financial Aid to Education, New York, N.Y.
PUB DATE- Dec 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Council on Education (68th, Miami, FL, Oct. 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Business; *College Curriculum; *College Preparation; Educational Quality; *Education Work Relationship; Higher Education; Humanities; *Liberal Arts; *Management Development; Minority Groups; Private Financial Support; *School Business Relationship

Areas of corporate concern about the current state of education are discussed by the chairman of the Council for Financial Aid to Education, along with suggestions on how corporate executives and academics can deal with these concerns. In addition to greater mutual respect between business and academia, there has been an increase in corporate financial support to education with less red tape or fear that accepting corporate money, especially research grants, will infringe on academic freedom. Crucial social issues on which business and academia can cooperate to find solutions include: improving the quality of primary and secondary schools; improving the educational choices and opportunities of minorities; determining whether four-year colleges can better prepare graduates for business careers, without compromising academic standards or distorting curricula; and restoring the importance of the humanities and liberal arts in college curricula. Business can encourage students to study the liberal arts by hiring more liberal arts graduates. Colleges also have an important role in helping to bridge the gap between the needs of the business world and the qualifications of a liberal arts graduate. College teachers could learn more about business and how it operates, and colleges could do more to encourage students to stay as broad as they can for as long as they can. (SW)

Non-Classroom Use (055)
DESCRIPTORS- *Campuses; *College Housing; *Crime Prevention; Dormitories; Guidelines; Higher Education; Information Needs; Law Enforcement; Police School Relationship; Resident Assistants; *School Security; *Security Personnel; *Violence

Steps colleges can take to minimize the likelihood of violent crime on campuses are recommended, and administrative responsibilities are identified. Important basics are to inform campus members about security risks and about procedures for summoning aid during an emergency. While attending to educational values, colleges should consider whether access of uninvited visitors to campus should be restricted or monitored. With security in mind, each college should periodically examine its grounds-keeping standards and the adequacy of outdoor lighting and ensure that access to master keys is restricted. A campus with grounds as well as buildings should consider having an escort or shuttle service. Colleges offering on- or off-campus housing to undergraduates should provide some form of supervision within student housing on security issues. A related concern is providing training for student-housing supervisors responsible for safeguarding security. Training for security officers and procedures for communicating complaints about the performance of officers are also needed. If security officers are authorized to carry guns or chemical restraints, additional policies and procedures are required. An established pattern of communications and relations with the local police is important. (SW)

ED 265 775 HE 019 018

Warford, Malcolm
Recruiting Seminary Trustees.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 85
NOTE- 23p.; Document is printed on colored paper.
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036. ($2.50 member, $4.50 non-member).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Affirmative Action; *Collective Bargaining; *College Faculty; *Contracts; Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; Fringe Benefits; Grievance Procedures; Higher Education; Leaves of Absence; *Personnel Policy; *State Universities; Teacher Employment Benefits; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; *Central State University OK; Disability Payments; Personnel Files; Program Discontinuance; Union Rights

The collective bargaining agreement between Central State University and the university's chapter (295 members) of the American Association of University Professors (AAUP), covering the period 1985-1988, is presented. Items covered in the agreement include: academic freedom, nondiscrimination, affirmative action plans, maintenance of practices, institutional responsibilities, academic safeguards and responsibilities, faculty appointment and tenure policies and procedures, promotion and tenure, personnel files, professional and personal leaves of absence, court leave, military and political leave, sick leave, special or emergency leaves, special duty assignments, termination because of discontinuation of a department or program, termination for cause, provisions for emeriti, evaluations, workload, professional travel, parking, university governance, faculty representatives attendance at Board of Trustees meeting, the academic department, patents and copyrights, grievance and arbitration, across-the-board salary adjustments, minimum salaries, salary adjustments for years of service, compensation for overloads and summer school, initial salaries and ranks, medical/dental insurance, life insurance, disability insurance, retirement programs, appointment year and salary checks, rights and duties of the AAUP, and agreement management. AAUP grievance forms are appended. (SW)

ED 265 788 HE 019 031

Aggreement between Fairleigh Dickinson University and Fairleigh Dickinson University Council of American Association of University Professors Chapters. November 5, 1984-August 21, 1986.
American Association of Univ. Professors, Washington, D.C.; Fairleigh Dickinson Univ., Rutherford, N.J.
PUB DATE- 5 Nov 84

competencies of college students, value-added assessment of student outcomes, and providing incentives for colleges and universities to better define and measure their objectives. Some states have established or are considering special incentive funding for undergraduate education. In addition to institutional or systemwide reviews of undergraduate education, states are conducting comprehensive studies of higher education. (SW)

ED 265 801 HE 019 052

Gleason, Maryellen
Getting a Perspective on Student Evaluation.
American Association for Higher Education, Washington, D.C.
PUB DATE- Feb 86
NOTE- 5p.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *College Faculty; College Instruction; College Students; Grades (Scholastic); Higher Education; *Student Evaluation of Teacher Performance; *Teacher Characteristics; *Teacher Effectiveness; Teacher Student Relationship

Issues concerning student evaluation of instruction are addressed. Answers to the following questions are provided: Are students in a position to identify the factors that make instruction effective? Do they know what makes teaching good? If ratings are high, does that mean students are learning more? Is there a relationship between instructor ratings and student learning? Do student evaluations of instruction agree with judgments made by faculty and others? Do student ratings tend to be lower in required courses where prior interest in the subject matter may be low? Are student ratings lower in larger classes? Do student ratings change over time? Do students change their minds about effective and ineffective instructors after graduation? Are student evaluation results different depending on when they are completed during a course: Is there a "best" time to administer evaluations? Do comparative data that rank instructors against each other or measure them against a set of norms tell faculty what they need to know in order to improve instruction? To what extent are student assessments of teaching effectiveness a function of an instructor's

Bowman, Harry L.
A College-Based Research and Services Unit: One Face of Research Consulting in Universities.
PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ancillary School Services; College Faculty; College School Cooperation; *Consultation Programs; *Educational Research; Faculty Development; Government School Relationship; Higher Education; *Proposal Writing; *Research Projects; *Schools of Education; Staff Development; *State Universities

Research consulting services provided by an operational research and services unit of the College of Education at Memphis State University are described. The university is comprehensive, multi-purpose, public, and urban. Of concern are activities of the unit's professional staff that involve application of research-related expertise to perform assigned responsibilities. Attention is directed to the history and purpose of the unit, clientele and services, support personnel and facilities, contributions, and challenges. The primary target population of the Bureau of Educational Research and Services consists of faculty who are involved in research and development. In addition to informing College of Education faculty about external funding and university research grants, direct services are offered, including training in proposal writing and conducting special studies. Assistance is also given to other university units through consultation and conducting research. Bureau staff have also been involved in conducting and assisting with projects for external agencies, including school districts, and state and federal education agencies. Contractual activities have included needs assessments, district-wide surveys, project evaluations, test development, and staff training. (SW)

ED 265 816 HE 019 071

Watson, Cicely, Ed.
The Professoriate: Occupation in Crisis.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-9801-3
PUB DATE- 85

convenient locations, with use of electronic mail for correspondence and database access as a second step; and (3) the Consortium experiment with teleconferencing for the first year before purchasing or leasing the appropriate terminal equipment. Also provided are guidelines for setting up the teleconferencing services plan, including 10 protocols for ensuring a successful teleconference. A list of references is included, as well as lists of organizations providing: (1) teleconference services; and (2) audio conference terminal equipment. (JB)

ED 265 828 IR 011 952

The Use of the Computer in Louisiana Schools. Bulletin 1679.
Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.
PUB DATE- May 82
NOTE- 26p.; For the second, third and fourth reports, see ED 234 764, ED 254 196, and IR 011 953.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; Elementary Secondary Education; *Microcomputers; Public Schools; Questionnaires; Research Methodology; School Surveys; State Departments of Education; *State Surveys; Tables (Data); Teaching Methods; *Use Studies
IDENTIFIERS- *Computer Uses in Education; *Louisiana

In order to establish base line information on microcomputers and their use for K-12 schools in Louisiana, the State Department of Education measured the current status of the use of computers in the public schools of the state. Two different forms were used for the survey, one designed to collect information on the instructional use of the computer in the schools, and the second designed to examine the central office data processing activities. A total of 66 local education agencies (LEAs) were contacted by the State Department of Education; 51 responded by returning the instrument. Results indicate the following: (1) 40 LEAs (78% of the respondents) have microcomputers in one or more schools; (2) 30% of the schools in the responding LEAs are using computers in instruction; (3) all grade levels--K-12--are involved, with the most involvement at the highest grade level; (4) the computer is used most in mathematics classes; (5) the Tandy Corporation's TRS-80 computers were the most widely used (54%), and Apple came appear to talk with their parents about the programs they watched alone; 53% said such discussion occurred, at most, occasionally. These findings suggest that the form and content of television may serve to minimize rather than facilitate communication among co-viewers, although the frequency, duration, and quality of conversations about television may be no different than other non-television related conversations between parents and children. Additional survey and experimental examinations are called for to continue to collect data on television's role in the context of family relationships. A bibliography and five data tables complete the document. (JB)

ED 265 841 IR 011 965

Yeaman, Andrew R. J.
Very Large Scale Integration (VLSI).
PUB DATE- 82
NOTE- 14p.; Papers presented at an Honors Seminar in the Graduate School of Library & Information Science, University of Washington (Seattle, WA).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cybernetics; Designers; Electrical Systems; Electric Circuits; *Futures (of Society); Man Machine Systems; Microcomputers; *Production Techniques; *Social Values; *Technological Advancement
IDENTIFIERS- *Computer Chips

Very Large Scale Integration (VLSI), the state-of-the-art production techniques for computer chips, promises such powerful, inexpensive computing that, in the future, people will be able to communicate with computer devices in natural language or even speech. However, before full-scale VLSI implementation can occur, certain salient factors must be addressed: quicker circuitry, lithography for greater bit density, spare memory elements, military needs, computer aided design, combined chip and system design, the engineering education crisis, and the nature of designers and their work. The cost of this technology in human terms must also be considered. While more intelligent machines may intensify production, they may also put skilled people out of work and increase the demand for clerical workers, leading to a workplace to some extent; establish initial education and training requirements; initiate a process for communication among the principal librarians and information professional participants which can be continued after project completion; and describe steps that can be taken in the future to ensure continuation of the competency achievement cycle. To meet these objectives, substantial input was obtained from a large number of organizations, educators, employers, professional societies, and individual professionals. The study results are presented in a six-chapter report and five appendices. Report chapters comprise: Overview of the Project; A Framework for Describing Librarian and Information Professional Competencies; Methods; Information Workers and Librarians and Information Professionals; Librarian and Information Professional Competencies; and Educational Requirements and Implications. Appendices include a literature review; secondary analyses (including analyses of information professional and librarian vacancy announcements); an example of the relationships between competencies, performance, effectiveness, and value in three special libraries; a bibliography; and an annotated bibliography. Twelve supplementary volumes provide detailed descriptions of competencies for the following positions: (1) Academic Librarian; (2) Public Librarian; (3) School Librarian; (4) Special Librarian; (5) Database Producer; (6) Database Distributor/Service; (7) Information Center/Clearinghouse; (8) Records and Information Manager; (9) Archivist/Museum; (10) Information Analysis Center; (11) Information Service Company; and (12) Library System Supplier. (THC)

ED 265 854 IR 051 372

Griffiths, Jose-Marie; And Others
New Directions in Library and Information Science Education. Final Report. Volume 2.1: Academic Librarian Competencies.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 84
NOTE- 229p.; One of 12 volumes supplementing the Final Report on this project (IR 051 371).
CONTRACT- 300-82-0152
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

IDENTIFIERS- *Alberta; Canada; Resource Sharing

The Rural Library Training Project was undertaken to design and implement a basic training curriculum for the staff of rural libraries in Alberta, Canada. Phase One of the project, which began in December 1984, is described in the First Phase Report published in April 1985. This first interim report describes the Phase Two/Three activities from April 1 through September 30, 1985. These activities consist of the design of the curriculum, the development of initial courses, and the beginning of the field test of those courses. Throughout the project, three specific areas of research will be addressed: the nature of the training needs common to library staff in rural public and school libraries and the demographics of this target group; a cost effective method of delivering training of this nature to this widely distributed population; and how the resources of many types of institutions may be organized into a delivery network to effectively deliver this training. This report also includes preliminary data about the students enrolled in the field test, evaluation methods, and projected activities for the balance of Phase Two/Three. A brief overview of activities projected for the remainder of the project and a selected bibliography conclude the report. Appendices include the proposed curriculum, student registration forms (and data), student assessment forms, forms for those who do not complete courses, and the external evaluator's report for Phase Two/Three. (Author/THC)

ED 265 870 IR 051 410

Yost, Michael

Developing a Management Information System.

PUB DATE- May 85

NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Institutional Research (Portland, OR, April 28-May 1, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Databases; *Decision Making; *Educational Planning; *Higher Education; Information Needs; *Information Systems; Long Range Planning; *Management Information Systems; Position Papers; Program Descriptions; Systems Development

IDENTIFIERS- *Strategic Planning; *Trinity University TX minicomputer. Once gathered, they are converted from analog-to-digital (A/D) and sent by the PDP to an IBM 370 3031. The data are then submitted to a fast fourier analysis (FFT) on the IBM computer. Once the FFT are completed, the data are accessed by an IBM PC-XT which is equipped with an IRMA network system. The PC is used in its emulation mode to access the data in the mainframe where either SPSS (Statistical Package for the Social Sciences) or SAS (Statistical Analysis System) is then used to do the initial statistical analyses. When necessary, subsets of the data are transferred to the PC where other computer programs are used to analyze the data. In many instances, they are returned to the mainframe from the PC where they are submitted to multivariate statistical analysis. Finally, all of the data are stored on floppy disks which are prepared on the PC. (Author/THC)

ED 265 884 IR 051 427

Wells, Gladys Ann, Comp.
Report from the States, 1985. White House Conference on Library and Information Services Task Force 6th Annual Report.
New York State Library, Albany.
PUB DATE- Sep 85
NOTE- 68p.; White House Conference on Library and Information Services Task Force (Princeton, NJ, September 12-14, 1985). For earlier reports, see ED 238 436 and ED 258 573.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Government Publications; Library Education; *Library Services; Library Statistics; Literacy Education; National Surveys; *Public Libraries; Public Relations; Questionnaires; School Community Relationship; School Libraries; *State Action; State Aid; *State Legislation; State Libraries
IDENTIFIERS- Friends of the Library; Resource Sharing; *White House Conference Library Info Services

This summary reports the results of the 1985 Survey of States and Territories gathered by the White House Conference on Library and Information Services Task Force (WHCLIST), which focused on library service activities, overall progress made toward the implementation of the resolutions adopted by the 1979 White House Conference on Library and Information Services, as well as the agenda for the proposed 1989 White House Conference. Individual questionnaires

Faculty Salaries and Related Matters in the California Community Colleges, 1984-85. Commission Report 85-31.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 9 Sep 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *Community Colleges; *Faculty Workload; Full Time Faculty; Part Time Faculty; *School Policy; State Surveys; Teacher Employment Benefits; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *California

Drawing from California's computerized Staff Data File, this report provides 1984-85 data on the number of full- and part-time faculty employed by each California community college district and their age, sex, ethnicity, teaching load, promotions, number of new hires and continuing faculty, salaries, and stipends and bonuses. The report focuses on average salaries; general faculty salary increases between 1982-83 and 1984-85; variation among districts in average faculty salary; annual stipends granted to full-time faculty; overload instruction; and numbers and proportions of full- and part-time faculty. Highlighted findings include the following: (1) in fall 1984, average faculty salary was $34,226, representing a 4.7% increase over 1983-84; (2) as of April 1, 1985, 20 of 72 districts were still engaged in faculty negotiations; (3) mean salaries ranged from a high of $37,979 in the Rio Hondo District to a low of $23,439 in the San Diego Adult District; (4) in fall 1984, 34.4% of all 72 districts' full-time faculty taught on an overload basis; and (5) between fall 1983 and fall 1984, the percentage of part-time faculty for all districts increased from 58.2% to 60.3%, and their percentage of total weekly faculty contract hours increased from 30.3 to 31.9. (EJV)

ED 265 898 JC 860 068

Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume I.
Alaska State Commission on Postsecondary Education, Juneau.
PUB DATE- Dec 85
NOTE- 177p.; For Volume II of this report, see JC 860 069. For a "Draft for Public Comment," see ED 258 645-46.

Future Opportunities.
SPONS. AGENCY- Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- Sep 85
NOTE- 41p.; In: Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University (JC 860 072).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *College Faculty; Community Colleges; *Faculty Development; Faculty Evaluation; *Job Satisfaction; *Professional Development; Questionnaires; State Surveys; *Teacher Attitudes; Teacher Effectiveness; Teacher Improvement; Two Year Colleges
IDENTIFIERS- *New Jersey

In 1984-85, a study was conducted to gather information about current professional development policies in New Jersey's county colleges, professional development activities and opportunities, the effectiveness of these activities, variations among campuses and disciplines, and incentives for participation. The study involved surveys of the academic deans of New Jersey's 19 community colleges and of 1,094 faculty members at eight of the institutions. Study findings, based on responses from 17 academic deans and 401 faculty members, included the following: (1) industry experience and doctoral programs were felt to have the greatest impact on teaching, while publication had the least; (2) as faculty members grew older, their perception of the effectiveness of doctoral studies diminished; (3) while only 26% of responding faculty members who had been employed 5 years or less had pursued a doctorate since their employment, 46% of those who had been employed over 6 years had pursued a doctorate; (4) with respect to their plans for professional development, 86% of the respondents planned to attend conferences and 52% planned to publish; (5) the three factors that were consistently linked to increased job satisfaction and challenge were recognition, more pay, and better prepared students in class; and (6) the professional development activities identified by the deans as encouraged at the college included mini-grants for research, membership in professional associations, participation in workshops and conferences, travel, and publication. The survey instruments and a tally of the 401 faculty respondents cross tabulated by rank are appended. (EJV)

ED 265 912 JC 860 082

specific needs of the Lower School staff to the interests, skills, talents, and time of the volunteers. Additionally, the scope of the program was expanded to include volunteer activities that could be done at home, so that all interested persons could be involved. To achieve these aims, a needs assessment survey was administered to Lower School teachers; prospective volunteers' interests and skills and preferred type of time commitment were identified; parent volunteers meeting teachers' needs were recruited; orientation sessions for teachers and volunteers were planned and conducted; the program was supervised and maintained; and an evaluation component was developed and administered. Outcomes indicated that the revised and expanded parent volunteer program was a positive experience for both staff and volunteers. Teachers stated that the use of parent volunteers helped them to enrich the children's experiences. Eighty-two percent of parent volunteers were matched with tasks reflecting their stated interests. Many related materials, such as sample forms, evaluations, field trip guidelines, and public relations materials are appended. (Author/RH)

ED 265 925 PS 015 516

Partridge, Susan
Neuro-Linguistic Programming: A Discussion of Why and How.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Skills; Definitions; Elementary Secondary Education; Guidelines; *Language Usage; *Neurolinguistics; *Teacher Role; *Teaching Methods
IDENTIFIERS- *Neurolinguistic Programming; *Representational Competence

Intended for teachers, this article offers a definition of neuro-linguistic programming (NLP), discusses its relevance to instruction, and provides illustrations of the implementation of neuro-linguistic programming in instructional contexts. NLP is defined as an approach to instruction that recognizes the familiar visual, auditory, and kinesthetic modality preferences of pupils and supplements those with the concepts of access systems and representation systems. The concept of access systems includes all sensory reception, including olfactory and gustatory. The concept of representation system indicates not only how an individual codes

(1) what the rules in their classroom actually were; (2) what the punishments were; and (3) how they knew what the rules were. Although details of the rules varied considerably, responses fell within 10 general categories, with agreement between children and teacher by category on 71 percent of the rules. Children's perceptions of punishments did not reflect actual reported teacher behavior but instead emphasized a single dramatic incident as representative. Rules were learned by observation of the consequences, not by teacher instruction. (Author/RH)

ED 265 940 PS 015 592

McFadden, Emily Jean; And Others
Preventing Abuse in Family Foster Care. Instructor's Manual.
Eastern Michigan Univ., Ypsilanti. Inst. for the Study of Children and Families.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 84
NOTE- 299p.
GRANT- NCAN-182/90-CA-898
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Caseworkers; *Child Abuse; Child Neglect; Discipline; *Family Problems; Family Relationship; *Foster Care; *Foster Family; Guidelines; Instructional Materials; Legal Responsibility; *Prevention; Sexual Abuse; Social Support Groups; *Staff Role
IDENTIFIERS- Diagnostic Appraisal Systems

Providing instructor and participant materials, this training manual presents specialized information about the prevention of abuse in family foster care. Focal concerns are (1) the dynamics of abuse in general and in foster families particularly; (2) the need for prevention related activities on a systems level, for adequate training and supports for foster families, and for consistency and clarity of expectations; (3) worker's tasks such as identifying high risk children, assessment and matching for placement, use of individualized contracting, and picking up on danger signals; and (4) worker's role in helping foster parents with behavior management, including alternatives to physical discipline and ways of clarifying expectations for discipline. The manual discusses the licensing worker or foster home developer's role of supporting the kind of union or solidarity. Language, used in a certain way, constitutes shared, public realities of its own. Such realities are one of the means whereby, once words are uttered, the silent self becomes the transactional self. The sincerity conditions of speech acts, properly managed, provide an extraordinary scaffold for the construction of self, for in meeting those conditions, decisions about silence, indirection, manipulativeness, and the like are made. Learning how to use language involves both learning the culture and learning how to take stances that are "personal." In acquiring language one becomes a member of the culture and one becomes one's own self. In the light of the foregoing, classic views about the nature of early endowment and the direction of growth need re-examination: they are considered under the headings of egocentrism, the private self, unmediated conceptualism, and tripartitism, or the analytic separation of human functions, such as perception, feeling, thinking, and action, which through cultural means are kept related and become fused into self-directing patterns--ways of being a self. (RH)

ED 265 954 PS 015 615

Comer, James P.
Children and Social Networks.
PUB DATE- Apr 83
NOTE- 18p.; In: New Directions in Studying Children. Speeches from the Conference of the Erikson Institute (Chicago, IL, April 29-30, 1983)--see PS 015 612.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Authoritarianism; Children; *Community Influence; Elementary Education; *Expectation; *Family Influence; *Individual Development; Intervention; Program Effectiveness; Social Change; Social History; *Social Networks

This address first briefly reviews what children are expected to know and be able to do when they reach adulthood and considers the critical developmental tasks which they must engage in and go through to meet such expectations. Then, consideration is given to the institutions of social networks in which development occurs as they operated in the pre-1940s period and as they operate today in the post-1940s period. The discussion relies on personal and research experience in the family and work in schools to point out business firms and adoption benefits; (2) adoption regulations -- including state regulations; Immigration and Naturalization Service Regulations for foreign adoptions; regulations on access to state adoption records; legislation on adoption registries; and regulations on surrogate motherhood; (3) adoption statistics -- including previously unpublished data from the National Committee for Adoption's national survey of adoption; previously unpublished Immigration and Naturalization Service data on foreign adoptions; a new synthesis of trend statistics on adoption; and recommendations for a sensible federal/state adoption data collection program; and (4) adoption resources -- including lists of about 600 adoption specialists, support groups, organizations, and programs designed to help lay persons and professionals at the local, state, and national level obtain access to the experts. A short list of publications available from the National Committee for Adoption concludes the document. (RH)

ED 265 968 PS 015 636

Maccoby, Eleanor E.; Jacklin, Carol Nagy
Gender Segregation in Nursery School: Predictors and Outcomes.
PUB DATE- Apr 85
NOTE- 21p.; A shorter version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biological Influences; Educational Practices; Longitudinal Studies; *Parent Influence; *Peer Relationship; Predictor Variables; *Preschool Children; Preschool Education; *Sex Role; Social Development
IDENTIFIERS- Childrens Preferences; *Gender Identity; *Sex Segregation

Sex segregation is a powerful phenomenon in childhood. It occurs universally whenever children have a choice of playmates and is found in sub-human primates too. Adults are not directly responsible for sex segregation. Data do not support the hypothesis that the most ladylike girls and the most rough and active boys first form the segregated play groups that emerge in nursery school. Modest evidence indicates that participation in all-girl play groups serves a positive socializing function for girls. For

AVAILABLE FROM- Migrant Education Unit, Office of General Education, New York State Education Department, Albany, NY 12234.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- *Child Abuse; *Child Neglect; Child Welfare; Economically Disadvantaged; Elementary Secondary Education; Family Problems; *Migrant Children; Migrants; Parent Child Relationship; Poverty; Resource Materials; *School Community Programs; School Policy; *School Responsibility; Teacher Responsibility; *Teacher Role
IDENTIFIERS- New York; Project ESCAPE

Intended for educators who work with migrant children, this handbook and resource directory will also be useful for other groups concerned with child abuse and neglect. The handbook aims to promote understanding of reasons migrant children are maltreated by parents and caretakers, to increase sensitivity to factors contributing to child abuse, to help distinguish maltreated children, to provide responses to abuse and neglect requiring collaboration between schools and other agencies, and to suggest ways to integrate school efforts with multidisciplinary community-based strategies directed at migrant families and children at risk. Attention is given to special circumstances of migrant families which leave them outside existing child protection systems and to the failure of the education system to become involved in detection and reporting of child abuse and neglect. The resource directory provides addresses and descriptions of 177 state, national, and community agencies and organizations arranged by topic area with 36 sources of audiovisuals, news services, computer bibliographic searches, and directories in the area of child welfare. An alphabetical index by organization name is included. Appendices provide examples of school abuse and neglect policies, New York state legal procedures and forms for reporting maltreatment, and a chart of indicators of maltreatment. (LFL)

ED 265 983 RC 015 577

Weinberg, Mark
Business Incubator Development in Rural Areas.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English

interinstitutional coordination among public sector organizations, the privatization of Latin American higher education, the accreditation of universities, the international cooperation, and the growing unionism among university sectors. (Author/NQA)

ED 265 997 RC 015 616

Crew, B. Keith; And Others
Dropout and Functional Illiteracy Rates in Central Appalachia. Appalachian Data Bank Report #1.
Kentucky Univ., Lexington. Appalachian Center.
PUB DATE- Mar 85
NOTE- 16p.; Supported by a grant from the Chessie System.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; Disadvantaged Schools; *Dropout Rate; Dropout Research; Expenditure per Student; *Illiteracy; Low Income Counties; *Poverty; Poverty Areas; *Regional Characteristics; Rural Areas; School Funds
IDENTIFIERS- *Appalachia (Central); Kentucky; Tennessee; Virginia; West Virginia

Computerized analysis of 1980 Census data documented educational deficiencies in 85 Central Appalachian counties of Kentucky, Tennessee, Virginia, and West Virginia. Dropout rates among youth ages 16-19 were found to be higher in Central Appalachian counties than in non-Central Appalachian counties, the poorest counties had the highest dropout rates, and eastern Kentucky counties had the highest illiteracy rate as indicated by percentage of adults with less than an eighth-grade education. The 85 counties showed similarities that cut across state boundaries and set them apart as a group from other Appalachian and non-Appalachian counties. Among the similarities were high poverty levels, financial hardship for local school districts, and low percentage of school revenue from local sources. Data suggested that high dropout rates and adult illiteracy may not reflect a failure of the schools so much as general social and economic conditions. A map of Central Appalachia is included. Four figures show comparisons of: dropout rates in Central Appalachian counties compared with the rest of the counties in each state; dropout rates by poverty level in Central and non-Central Appalachia; county illiteracy rates by states; and dropout percentages, educational levels, percent below poverty, percent of school revenue received from local sources, annual

reward structure in the class; and the cognitive demands of the tasks. Analysis of tasks in the classroom requires attention to interrelationships among tasks as well as to the actions and perceptions of students and teachers. This paper attempts to illustrate how further attention to these multiple dimensions of work systems in classrooms might shed light on some important questions in science education. (Author/JN)

ED 266 011 SE 046 388

Fraser, Barry J.
Improving Science Teacher Education Programs through Inclusion of Research on Classroom Psychosocial Environment.
PUB DATE- 85
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Classroom Research; Educational Research; Higher Education; Preservice Teacher Education; *Program Improvement; *Science Education; *Teacher Education Programs
IDENTIFIERS- Science Education Research

This paper argues the merits of including the topic of classroom psychosocial environment in the curriculum of science teacher education programs, on the assumption that having a positive classroom environment is an educationally desirable end in its own right. Discussions focus on the potential of the classroom environment as a way of: (1) sensitizing preservice teachers to subtle but important aspects of classroom life; (2) illustrating the environment's usefulness in curriculum evaluation; and (3) facilitating practical improvements in classrooms. Given the ready availability of instruments, the salience of classroom environment, the impact of classroom environment on student outcomes, and the potential of environmental assessments in guiding educational improvement, it seems crucial that researchers and teachers begin to include classroom environment instruments as part of the batteries of measures used in school evaluations and school effectiveness studies. (JN)

understanding the problem, representing the unknown, writing the equation, and solving the equation. In Fall 1985, a draft of the inventory was given to 130 students at South Dakota State University enrolled in two mathematics courses. Results indicated the skills on which students needed work. In addition, a pre/post test on problem solving was designed for use in future experiments. It was administered to 105 students; internal consistency estimates ranged from .63 to .65 for the two forms. Comments are included on the test as a whole and on particular items. Revision will continue. The inventory and tests are appended. (MNS)

ED 266 026 SE 046 409

Phillips, Don I.
Multi-Faceted Strategy for Improving Science and Math Education in North Carolina.
PUB DATE- Aug 83
NOTE- 15p.; Paper presented at the 32nd Annual Legislative Work Conference, 1983 Southern Regional Education Board (Asheville, NC, August 16-19, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Improvement; Elementary Secondary Education; Enrollment; *Improvement Programs; *Mathematics Education; Mathematics Teachers; Program Improvement; *School Business Relationship; *Science Education; Science Teachers; *State Programs; Teacher Improvement; Teacher Supply and Demand
IDENTIFIERS- *North Carolina

This paper: (1) discusses why science and mathematics education are important; (2) outlines why a comprehensive improvement program is necessary; and (3) describes how North Carolina is attempting to improve science and mathematics education as related to teacher supply and quality, student enrollment and performance, curriculum and instructional resources, and innovation in public schools. Improvements related to teacher supply and quality include summer institutes, scholarships, establishment of mathematics and science education centers at universities, and other programs and changes. Improvements related to student enrollment and performance include the North Carolina Scholars Program, adding writing to the annual testing program, increased graduation requirements, and other television programs ("Adult Math"), designed to present mathematics concepts measured by the General Educational Development test on learners in a state correctional institution. Data were obtained for 22 persons in the experimental group and 18 persons in the control group. Two forms of the General Educational Performance Index were used as pre-and post-tests, and data were compared using analysis of covariance. The use of television curriculum did not significantly increase the mathematics achievement of the incarcerated learners. Those scoring at the 6.0 and above grade levels on reading and arithmetic skills attained the best results. (MNS)

ED 266 041 SE 046 426

Nagarkatte, Shailaja U.
Nonstandard Analysis and Its Place in Undergraduate Education.
PUB DATE- Oct 84
NOTE- 15p.; Paper presented at the 10th Anniversary Convention of the American Mathematical Association of Two Year Colleges (New York, NY, October 28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Calculus; *College Mathematics; Higher Education; Mathematics Curriculum; *Mathematics Instruction
IDENTIFIERS- *Nonstandard Analysis

Nonstandard Analysis gives an alternative approach to teaching elementary calculus. This paper hopes to communicate to the reader the ideas of this recent development in mathematics and its implications in teaching undergraduate students. The development of the approach is first briefly traced. Then a method of constructing on ordered field extension of the real number system is presented in detail. Recent comments on the approach are presented, and arguments for its use at the undergraduate level are discussed. (MNS)

ED 266 042 SE 046 442

Washington, DC. Ethnic Heritage Studies Program.
PUB DATE- 83
NOTE- 136p.; For student text, see SO 016 877.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- African History; European History; Grade 4; *History Instruction; *History Textbooks; Intermediate Grades; Slavery; Social History; *Social Studies
IDENTIFIERS- Freedom; *Virgin Islands

This teacher's manual accompanies a supplementary fourth grade Virgin Islands history textbook, depicting the struggle of West African ancestors from slavery to emancipation and beyond The title of the text is the name of a freedom song used by Danish West Indian slaves in the fight for emancipation. Written from an Afro-West Indian perspective, 13 chapters focus on the early Virgin Islanders; Christopher Columbus' visit; economic reasons motivating Europeans to settle in the islands of the Caribbean; Denmark and the West African slave trade; Africa before the Europeans; the West African slave in the Danish West Indies, early struggles for freedom; the road to freedom; the Proclamation of 1847; after emancipation; the new struggle; readiness for change; and the St. Croix Labor Rebellion of 1878. Each chapter of the teacher's manual contains six main components: (1) an introduction focusing on controversial issues in history, (2) preparing the lesson, (3) teaching the lesson, (4) student exercises, (5) answer keys, and (6) references for additional readings. Appendices include suggested readings for student and teacher and related audiovisual material. (LH)

ED 266 055 SO 016 877

Hill, Roger
Clear de Road. A Virgin Islands History Textbook.
Virgin Islands Bureau of Libraries, Museums and Archaeological Services, St. Thomas.; Virgin Islands Government Dept. of Education, Charlotte Amalie.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.
PUB DATE- 83
NOTE- 209p.; Some illustrations may not reproduce clearly. For teacher's manual, see SO 016 876.

practice of positive proactive construction involving both aesthetic and material production and creativity, and commitment to African identity, both individually and collectively. Four reasons for placing emphasis on the African roots of the Kwanzaa life experience holiday situation, and a description of the Kwanzaa ritual conclude the paper. (LH)

ED 266 068 SO 016 918

MacGregor, Nancy, Ed.
Competency and Art Education. A Critique.
Ohio State Univ., Columbus. Dept. of Art Education.
PUB DATE- 77
NOTE- 51p.
AVAILABLE FROM- Department of Art Education, Ohio State University, Hopkins Hall 340, Columbus, OH 43210 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Annotated Bibliographies; Art; *Art Education; Art Teachers; *Competence; *Competency Based Teacher Education; Educational Philosophy; *Educational Theories; Elementary Secondary Education; Hidden Curriculum; Postsecondary Education; Values

Focusing on competency in art education, the seven essays in this critique deal essentially with two aspects of this topic: as it appears to manifest itself in competency-based teacher education (CBTE), and how competency might be interpreted to serve in the name of art education. In the introductory section, "Art Educators focus on Controversy," Nancy MacGregor compares and contrasts the remaining six articles. In the first article, "Competence and the Hidden Curriculum," Arthur D. Efland holds that while competency-based measures may objectify certain aspects of the teaching function, they will in all probability elude others. In "Different Art Teaching Styles and Some Elemental Competencies," Charles G. Wieder refers to two aspects of competency as he presents his concern for relationships between the learner and the teacher. The notion of two levels for competence is again apparent in the third essay, "Competency and the Craft Studio-Classroom: A Case for Literacy" (Donald Duncan). Duncan states that the term competence is synonomous with ability and skill, implying a quality of performance rather than a quantity of knowledge. Next, in "Some

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Principles; *Administrator Characteristics; Athletics; Business; Comparative Analysis; Competition; *Educational Administration; *Individual Characteristics; Intellectual History; *Leadership Qualities; Moral Values; Social Behavior; Social Change; Social Environment

This discussion of "dominant metaphors" characterizing the nation's history focuses specifically on the period of metaphor change surrounding the ascent of the National Football League. The terms AGON and PAIDIA, used by the ancient Greeks to describe two dimensions of sports activities, provide the framework for a discussion of the athletic imagery that is too often used by educational administrators and the problem of too closely aligning educational methodology with business methodology. AGON, which requires a win-at-all costs approach to competition is seen as less desirable in the field of education than the PAIDIA approach which emphasizes the fun element, with winning being secondary in importance. When academic institutions and educational administrators are informed by AGON, the win-at-all-costs contest, education loses its independence and becomes little more than a tool securing the establishment whims of government and business. On the other hand, when education comes close to PAIDIA, it approaches moral education and infuses lives with character, and the more education moves away from PAIDIA, the more it claims that it really has no responsibility for morals and values. Organizational problems posed by mangement expert W. Edwards are then organized into two groups distinguishing between characteristics of AGON-oriented administrators and PAIDIA-oriented administrators. A similar breakdown between "conformist" managers, "conscientious" managers, and "post-conformist" mangers, as defined by Alon Gratch, is then provided to further illustrate this concept. (LH)

ED 266 082 SO 016 937

Strysick, Pam
The European Currency Unit: An Economical, Financial, and Political Currency.
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

ED 265 696 EC 181 386

The Education of Behavior Disordered Students. Report of the West Virginia Task Force.

West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.

PUB DATE- Dec 85

NOTE- 471p.; For a related document, see EC 181 362.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Autism; *Behavior Disorders; *Definitions; *Delivery Systems; Elementary Secondary Education; *Program Development; Program Implementation

IDENTIFIERS- *West Virginia

The report presents findings of a West Virginia task force on a program study for behavior disordered students in early childhood education, middle childhood education, and adolescent education. The first section presents a synopsis of studies on current research and best practices in the education of behavior disordered students. The conclusions include that academic, behavioral, and emotional/social deficits will decrease with early and appropriate intervention. Additional sections of the report include programmatic definitions for the education of behavior disorders and of autism; a program of study for behavior disorders which outlines six components (basic learning outcomes, behavior management, emotional/social education, career education, leisure skills, daily living and survival skills) and a program of study for autism with six components (behavior management, language and communication training, basic learning outcomes, daily living skills, career education, leisure skills); a discussion of alternative methods and techniques in service delivery; program assurances regarding monitoring and evaluations; recommendations to be submitted to the West Virginia Board of Education; and roles and responsibilities in implementing programs for the education of behavior disordered students in West Virginia. Appended materials include lists of articles, books, and non-print media resources for teachers, as well as books for children and adolescents. (CL)

ED 265 697 EC 181 387

special school for physically handicapped pupils, and its evolution into an ordinary school is recounted. The English experience of integration policy is considered, and the Oxfordshire program is described; the program features internal arrangements designed to make the school more personal to its pupils. Success is ascribed to attitudes, relationships, resources/building, organization, and philosophy. The U.S. programs represented are LaFollette High School in Madison, Wisconsin, and North Eugene High School, Oregon. The LaFollette program is described in terms of local public policy, financial resources, the history of desegregation, and the importance of the individualized education program (IEP). Eleven brief case studies exemplify student programing and special support. The Oregon approach focuses on integrating adolescents with handicaps into the public school system. Strategies to facilitate functional, physical, social, and societal integration are described. The final case study describes an experimental upper secondary school in Oslo, Norway. The evolution of the organizational model is recounted, and timetables for two classes are cited to illustrate modifications made in the regular curriculum. (CL)

ED 265 715 EC 181 705

Futterman, Robert; And Others
Training Opportunities Program: Special Edducation Component, 1983-1984. Final Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Oct 85
NOTE- 81p.; Prepared by the Instructional Support Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; High Schools; Program Effectiveness; Program Evaluation; Special Education; *Work Experience Programs
IDENTIFIERS- *Training Opportunities Programs NY

The Training Opportunities Program (TOP), a work experience and training program for New York City high school students, is designed to place students, as trainees, in agencies and businesses with equipment, facilities, and human resources not available in the public schools. In 1983-84, the third year of the program's operation, TOP was funded to serve 2,000 students. TOP has operated a special education component from its inception in 1982-82; this

ED 265 730 EC 181 720

Visual Impairment Education in Wisconsin--Outreach Services. Bulletin No. 5376.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children and Pupil Services.

PUB DATE- May 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Electromechanical Aids; Elementary Secondary Education; *Low Vision Aids; Magnification Methods; Mobility Aids; *Outreach Programs; *Partial Vision; Preschool Education; Sensory Aids; *State Programs; *Visual Impairments; Vocational Education
IDENTIFIERS- Wisconsin

The booklet describes seven Wisconsin outreach programs for visually impaired persons. Offered by the Educational Services Center for the Visually Impaired, the seven programs focus on the following topics (sample subtopics in parentheses): (1) comprehensive child evaluations (helping local school districts provide individualized educational programs); (2) low vision clinics (working with parents and teacher to optimize efficient vision use); (3) preschool services (annual parent conferences); (4) vocational education (on-the-job training in the local community, the role of the vocational education specialist); (5) cooperative education (providing support for integration); (6) professional services center (providing books, equipment, and supplies); and (7) access to information (providing resources and information to local school districts). (CL)

FL

ED 265 731 FL 015 038

DESCRIPTORS- Adults; *Age Differences; Educational Strategies; *Language Proficiency; Language Research; Lateral Dominance; *Learning Theories; Literature Reviews; *Pronunciation; Psycholinguistics; Second Language Learning; Teacher Role; *Time Factors (Learning)
IDENTIFIERS- *Critical Period

A review of research was conducted on the possibility of a sensitive period for the acquisition of native-like pronunciation in a second language, as well as on related questions concerning the universality of this phenomenon, age factors, biological versus cultural origins, and developmental psychology. The review showed variation in studies and findings with regard to the age groups considered, nature of the pronunciation tests, and length and type of exposure to the second language. One conclusion drawn is that cerebral lateralization is likely to be irrelevant to mastery of accent-free speech in a second language, while age is a factor. Further research on adult second language acquisition is recommended, including examination of possible post-puberty psychomotor disadvantages, adult unwillingness to take risks, and identification with in- or out-groups through language proficiency. It is inferred that there is no innate psycholinguistic factor operating to prevent learning a second language with accent-free pronunciation as an adult, and that language teachers must attend to pronunciation accuracy as they would to accuracy in other aspects of language learning. (MSE)

ED 265 746 FL 015 477

Saylor, Cindy
Activities for Immersion. Proceedings of the 1983 Summer Immersion Workshop for Foreign Language Teachers Sponsored by the South Carolina State Department of Education.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 83
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Creative Activities; Cultural Education; *French; *Games; *Immersion Programs; *Inservice Teacher

ED 265 761 HE 019 004

Kennedy, Robert L.
Higher Education's Economic Impact in Arkansas.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consumer Economics; Credit (Finance); Economic Climate; *Economic Factors; Educational Economics; Employment Opportunities; *Expenditures; *Higher Education; Property Appraisal; Purchasing; Real Estate; *School Business Relationship; *School Community Relationship; School Personnel; Taxes
IDENTIFIERS- *Arkansas; *Economic Impact

Direct and indirect contributions of nine Arkansas universities to the economic well-being of the state, as well as the expected rate of return from support of higher education, were assessed. In-state expenditures by the universities and local expenditures by university staff and students were measured. A major impact was the value of business property, real estate, and inventory in Arkansas attributable to the presence of the universities. Another impact was the expansion of banks' credit base due to deposits from the universities, university staff, and students. Business volume attributable to selected Arkansas universities was estimated to be over $940 million in fiscal year 1983, or 3 percent of the state's total business volume. Local business property and inventory committed to university-related business amounted to over $175 million, or 9 percent of the total property and inventory in the state. Money deposited by Arkansas universities and their staffs and students expanded bank credit in the state by over $85 million. Almost $21 million of local business volume was generated by campuses enterprises (e.g., bookstores and food services). The universities also created tax revenues for the state, 36,000 jobs, and $400 million in personal income. (SW)

ED 265 762 HE 019 005

DESCRIPTORS- Administrator Characteristics; Administrator Qualifications; *Administrator Selection; *Church Related Colleges; Church Role; *Governing Boards; Higher Education; Leadership Responsibility; *Recruitment; *Theological Education; *Trustees
IDENTIFIERS- Search Committees

The important role played by trustees of seminaries and the recruitment of these leaders are considered. The serious financial problems facing the board of directors has focused attention on the role and scope of seminary trusteeship. Leadership is needed by trustees to address issues of declining enrollments, curricula that address theological issues of the contemporary world, and the changing needs of the church and its ministry. Trusteeship is an invitation to service and ministry in the church. The search for trustees must begin by revitalizing the nominating committee. The first step is to review the current board to determine its makeup, strengths, and weaknesses. Three essentials of the search and nomination process are: a pool of potential nominees from which the board can choose; a way to evaluate the current board and making long-range plans for board development according to an established ideal profile; and making the nominee aware of the seminary's expectations. A sample board profile is presented, that includes categories such as age, sex, race, areas of expertise, and geographical distribution. The specific circumstances that arise when board members are appointed by outside bodies are also addressed, along with future challenges for seminaries. (SW)

ED 265 776 HE 019 019

Holmstrom, Engin Inel; Petrovich, Janice
Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64.
American Council on Education, Washington, D.C. Higher Education Panel.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Nov 85
NOTE- 53p.
AVAILABLE FROM- American Council on Education, Higher Education Panel, One Dupont Circle, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports -

NOTE- 189p.; Supersedes ED 257 383.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Compensation (Remuneration); *Contracts; Dismissal (Personnel); Employment Practices; Faculty Evaluation; Faculty Promotion; Faculty Workload; *Governance; Grievance Procedures; Higher Education; Leaves of Absence; Personnel Policy; *Private Colleges; Teacher Employment Benefits; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Disability Payments; Faculty Reassignment; *Fairleigh Dickinson University NJ; Financial Exigency; Personnel Files; Union Rights

The collective bargaining agreement between Fairleigh Dickinson University, and the university's chapter (495 members) of the American Association of University Professors (AAUP) covering the period November 5, 1984-August 31, 1986 is presented. Items covered in the agreement include: nondiscrimination, base salaries, promotion increments, summer and intersession salaries, overload salaries, pension and retirement plan, insurance benefits, tuition grants, early retirement, sabbatical leaves, other leaves with pay, unpaid leaves of absence, salary increases and return from leave, academic load, load adjustment, overload, college advising and other college service, funded research, non-university employment, faculty responsibilities and obligations, academic ranks, terms of appointment, dismissal of faculty on tenure or on special or probationary appointment before the end of a specified term, procedures for imposition of sanctions other than dismissal, faculty personnel files, campus facilities, information on insurance, department governance, the campus calendar, college governance, university senate, grievance and arbitration procedures, research and travel, university commission and financial exigency, security of employment, union privileges, and merger and expansion. Appendices include AAUP forms for such things as sabbatical requests and information for specific colleges/institutes. (SW)

ED 265 789 HE 019 032

Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors, 1985-88.
American Association of Univ. Professors, Washington, D.C.; Oakland

wit and personality? Is there a relationship between grades and ratings? Publications that provide additional information are cited for each area. (SW)

ED 265 802 HE 019 053

Atiyah, Yael, Ed.
Planning And Grants Committee, Council for Higher Education. Annual Report No. 11, Academic Year 1983/84.
Israel Planning and Grants Committee, Jerusalem.
PUB DATE- May 85
NOTE- 69p.; Originally published in Hebrew. Translated by the editor. For related document see HE 019 054.
AVAILABLE FROM- Council for Higher Education, Planning and Grants Committee, P.O.B. 4037, 12 Hanassi Street, Jerusalem 91040, Israel.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Annual Reports; Budgets; College Faculty; *College Planning; College Students; Educational Finance; Enrollment Trends; Financial Problems; Financial Support; *Foreign Countries; Government School Relationship; *Higher Education; *Institutional Characteristics; *Resource Allocation; Universities
IDENTIFIERS- *Israel

The 1983-1984 annual report of the Planning and Grants Committee of the Council for Higher Education in Israel is presented. Reports by the Chairman and Director-General note the severe budgetary cuts to higher education. The main activities of the Committee and its subcommittees are identified, along with 1983-1984 recommendations to the Council. Major developments in the following institutions are summarized: The Hebrew University of Jerusalem; The Technion (Israel Institute of Technology); Tel-Aviv University; Bar-Ilan University; the University of Haifa; Ben-Gurion University of the Negev; the Weizmann Institute of Science; Everyman's (Open) University; the Jerusalem Rubin Academy of Music and Dance; Bezalel (the Academy of Arts and Design), Jerusalem; Jerusalem College of Technology; Shenkar (College of Textile Technology and Fashion); and the regional colleges. Appendices provide information on: students in universities, 1969-1984; students in nonuniversity institutions of higher education, 1982-1984; university and nonuniversity degree recipients; university and nonuniversity staff; university and nonuniversity budgets; the development budget; research grants; foreign students; and students in

NOTE- 396p.; Prepared by the Higher Education Group. Several pages of statistical tables contain small print.
AVAILABLE FROM- Ontario Institute for Studies in Education, Higher Education Group, 252 Bloor St., Toronto, Ontario, Canada ($10, Canadian, plus postage/handling).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Accountability; Aging (Individuals); *College Faculty; College Instruction; Early Retirement; *Employment Practices; Faculty Development; Faculty Evaluation; Foreign Countries; Higher Education; Institutional Autonomy; Moral Development; *Personnel Policy; Teacher Motivation; Teacher Role; Teacher Salaries; *Teaching (Occupation); Unions; Women Faculty
IDENTIFIERS- *Canada; Faculty Vitality; United States

Various aspects of the academic profession are addressed in 23 papers from a 1984 conference sponsored by the Ontario Institute for Studies in Education. The focus is foundations studies in higher education, process studies, and policy studies. Titles and authors are as follows: "Leadership: Role Expectations of Faculty" (John S. Daniel); "The Academic Profession: An Historical Perspective--'Communities of Scholars in Ontario'" (Blair Neatby); "The Concept of University Autonomy: An Anchronism?" (Ian Winchester); "Some Current Issues of Accountability" (Edward J. Monahan); "The 'Stuck' Professor: Insights into an Aspect of the Faculty Vitality Issue" (Mary Corcoran, Shirley M. Clark); "Women in the Professoriate: The Case of Multiple Disadvantage" (Helen J. Breslauer); "Legal Challenges to Faculty Employment in the United States: If It Isn't One Thing It's Another" (Walter C. Hobbs); "Faculty Development in Canadian Colleges" (Abram G. Konrad); "Analytic Processes in University Teaching and Learning" (Janet Gail Donald); "Evaluating Teaching: The Potential Good" (Mei-fei Elrick, Terry Gillespie); "Indicators of Stress on the Professoriate: Evidence of Task Preference and Health Behaviour" (Elizabeth Thorsen); "Catching the Wave: Teachable Moments for Moral Development" (Richard G. Tiberius, Doreen Cleave-Hogg); "Instruction in the High Technology Academy: An Historical Context from a Faculty Perspective" (Rodney P. Riegle, Patricia E. Van West); "General Evidence of Academic Measurement Problems in Higher Education" (Noemi Selinger Stokes); "The Academic Profession--An Economic Perspective--'An Endangered Profession'" (Howard Bowen); "The Academic Work Process, the Professoriate, and Unionization" (Howard Buchbinder, Janice Newson); "Labour Relations in Canada's Colleges" (John Dennison); "Manpower Flexibility Policies and Practices as Reported by the Executives of Faculty Associations" (Cicely Watson); "Election of Early Retirement and Other Manpower Flexibility Options by Ontario University Faculty: Past, Present, next with 25%; and (6) inservice teacher training was ranked the most important need by 70% of the respondents, followed by software and hardware information as second and third in importance. Eleven data tables summarize survey findings, and sample survey instruments are appended. (JB)

ED 265 829 IR 011 953

The Use of the Computer in Louisiana Schools. Fourth Annual Report. Bulletin 1679, Revised.

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.

PUB DATE- Mar 85

NOTE- 139p.; For the first, second, and third reports, see IR 011 952, ED 234 764, and ED 254 196.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Elementary Secondary Education; *Microcomputers; Public Schools; Questionnaires; Research Methodology; School Surveys; State Departments of Education; *State Surveys; Tables (Data); Teaching Methods; *Use Studies

IDENTIFIERS- Computer Uses in Education; *Louisiana

Designed to follow up a 1981-82 study which established base line information on microcomputers and their use for K-12 schools in Louisiana and two subsequent annual surveys, this report presents information for the 1984-85 school year. After a brief introduction describing the population surveyed and instruments used, survey findings are summarized; figures are based on responses from 911 schools (61%) and 65 local education agencies (98%). Detailed survey results are then presented in 17 data tables which show: (1) institutions not using computers in instruction; (2) percentage of schools using and not using computers between the years 1981 and 1985; (3) computer utilization by grade levels; (4) distribution of computer use in the schools across subject areas; (5) total number of computers in the schools, 1981-1985; (6) number of computers by make and model; (7) functional use of computers and number of students served; (8) demographics of students taking courses which utilize computers; (9) number of schools with special programs that encourage girls or special education students to use computers;

devaluation of human resources. In addition, the immediate application of research funds for computer technology may not address quality of life improvement; mass destruction is also a potential result of technological advancement. The conflict is not humans versus the machine; only the way the machine is used can bring about change. (JB)

ED 265 842 IR 011 966

Majsterek, David
Words: A Microcomputer Program for Teaching and Testing Students' Sight Word Vocabulary.
PUB DATE- 84
NOTE- 17p.; An Innovative Block Grant Project developed during the 1983-84 school year for use with learning disabled poor readers in the Libby (Montana) Public Schools.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Testing; *Computer Software; *Learning Disabilities; *Microcomputers; Reading Ability; *Reading Difficulties; Reading Improvement; *Reading Instruction; Reading Materials; Skill Development; Teaching Methods
IDENTIFIERS- Apple II

This document describes the WORDS software, a computer program designed to evaluate a reading disabled student's sight word vocabulary using an Apple II microcomputer. A brief discussion of various methods of addressing reading difficulties precedes a detailed description of the WORDS program and its use. This description covers: (1) the organization of the program; (2) the learner response system; (3) the examiner's role; (4) methods of recording responses to stimulus words; (5) the program's branching capabilities; (6) directions for data viewing; (7) student data storage; (8) suggestions for successful operation; and (9) directions for the Save and Print commands. Appendices include a brief bibliography, a flow-chart of the WORDS scheme, and a printout of the entire program. (JB)

Reference Materials - General (130)
DESCRIPTORS- *Academic Libraries; *Competence; Employment Patterns; Higher Education; *Job Performance; Job Skills; *Librarians; Library Research; *Library Services; Occupational Information
IDENTIFIERS- Competency Identification Procedures; Competency Lists

This document contains validated activities and competencies needed by librarians working in an academic library. The activities and competencies are organized according to the functions which academic librarians perform: acquisitions; cataloging; circulation and reader services; collection maintenance; interlibrary loan; management; reference; and serials control. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience). (THC)

ED 265 855 IR 051 373

Griffiths, Jose-Marie; And Others
New Directions in Library and Information Science Education. Final Report. Volume 2.2: Public Librarian Competencies.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 84
NOTE- 222p.; One of 12 volumes supplementing the Final Report on this project (IR 051 371).
CONTRACT- 300-82-0152
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - General (130)
DESCRIPTORS- *Competence; Employment Patterns; *Job Performance; Job Skills; *Librarians; Library Research; *Library Services; Occupational Information; *Public Libraries
IDENTIFIERS- Competency Identification Procedures; Competency Lists

This document contains validated activities and competencies needed by librarians working in a public library. The activities and competencies are organized according to the functions which public librarians perform: acquisitions; cataloging; circulation and reader services; collection maintenance; interlibrary loan; management; reference; and serials control. Within each function, competencies are grouped under the categories of Knowledge, Skills,

This paper is based on the assumption that in shaping academic strategies for long-range planning purposes, educational institutions must be able to gather adequate information on which to base administrative decisions. Information on how the institution has operated in the past as well as how it is currently operating are critical items for valid strategic planning; such information is crucial for internal operations. A management information system (MIS) is defined as a system that permits a user to retrieve, arrange, and display data maintained in the files. Negative characteristics of currently advertised MIS products are: they are expensive to purchase; expensive to install; often require the purchase of additional hardware; and, in addition, it takes time to install the systems, organize and input the database, and train people to use the systems. The essential capabilities in a simple local MIS system--the ability to retrieve, aggregate, and display data--are discussed. A case study of the systems development activities of a director of institutional research at a small private institution in Texas (Trinity University) describes the in-house development of an MIS that brings together and provides access to separately maintained information systems that had been implemented at Trinity at different times and for different purposes. (THC)

ED 265 871 IR 051 414

Miller, Howard J.
Information-Related Problems of Statewide Management Information Systems.
PUB DATE- 21 Jan 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Databases; Educational Planning; *Higher Education; *Information Needs; Information Networks; *Institutional Cooperation; Literature Reviews; *Management Information Systems; Position Papers; *State Government; State Programs; Statewide Planning

This paper discusses the management information needs of state governing boards and higher educational institutions in their efforts to develop and implement management information systems designed to improve institutional accountability. Based on a

completed by respondents from 45 states and 3 territories make up the major part of the report. These questionnaires provide information on legislation authorizing state aid to libraries, other library-related legislation, library construction, resource sharing, literacy/education, school libraries and school library/public library cooperation, access to information, new state publications related to libraries, public awareness efforts, the extension of library services to nontraditional library users, statewide friends groups/citizens library councils, and agenda items for the proposed 1989 White House Conference. Appendices include the American Library Association (ALA) Resolution calling for a Second White House Conference on Library and Information Services; the ALA Resolution requesting UNESCO to declare an International Year of the Library; and a letter of reply from the Deputy Director-General of UNESCO proposing an International Congress on Library Promotion. (THC)

ED 265 885 IR 051 428

Shonrock, Diana D.
Continuing Education for the Personnel of Small Public Libraries: Program Development at the Iowa State University Library and Its Public Services Course. Iowa State University Library Series in Continuing Education, no. 2.
Iowa State Univ. of Science and Technology, Ames. Library.
PUB DATE- 83
NOTE- 20p.; For part one of this report, see ED 241 038
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *Childrens Literature; Continuing Education; Course Descriptions; *Government Publications; Interlibrary Loans; Library Circulation; Library Cooperation; *Library Education; Library Personnel; *Library Services; Nonprofessional Personnel; Program Implementation; *Public Libraries; *Staff Development
IDENTIFIERS- *Iowa State University

This report describes the planning, implementation, and evaluation of a coordinated staff development program to offer certified, non-degree credit to non-professional librarians from small public

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; Community Colleges; Cost Effectiveness; *Educational Objectives; Educational Quality; Futures (of Society); *Long Range Planning; Nontraditional Students; *Postsecondary Education; Program Effectiveness; Remedial Programs; Rural Education; School Holding Power; State Universities; *Statewide Planning; Teacher Education; Vocational Education
IDENTIFIERS- *Alaska

Designed to provide direction for postsecondary education in Alaska for the next 5 years, this statewide plan analyzes the present status of postsecondary education in the state and offers goals and strategies for the future. Following an executive summary of goals and strategies, the report presents an introduction to the growth of postsecondary education in the state, the dilemma of declining revenues, the planning process, the goals of the statewide plan, and the report. Chapter I explains the assumptions about the future planning period from 1986 to 1990. Chapter II describes the current state of postsecondary education in the state. Chapter III provides a broad overview of the problems and issues facing American postsecondary education. Chapter IV contains a brief overview and explanation of each goal of the statewide plan: (1) promote excellence to improve educational service; (2) enhance accountability of the educational process; (3) foster efficiency within the educational enterprise; and (4) improve access to accommodate those citizens who desire postsecondary education. Finally, chapter V presents a series of strategies, with accompanying discussion, grouped according to the goal with which each strategy is associated. A six-page bibliography is included. (EJV)

E 265 899 JC 860 069

Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume II: Appendices.
Alaska State Commission on Postsecondary Education, Juneau.
PUB DATE- Dec 85
NOTE- 174p.; For volume I of this report, see JC 860 068. For a "Draft for Public Comment," see ED 258 645-46. Tables with small print may not reproduce well.
LANGUAGE- English

Olson, Karen; Low, John
Vietnam in the Classroom: Fact, Fiction and Truth.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Content Area Reading; Content Area Writing; *Controversial Issues (Course Content); Course Objectives; Course Organization; Instructional Materials; *Interdisciplinary Approach; Nontraditional Education; Student Recruitment; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Vietnam War

In the fifties and early sixties, United States colleges and universities shied away from courses about communist insurgencies because of the repressive influence of McCarthyism. Vietnam was eliminated from classroom investigation, forcing students to take the issues to the streets. In an effort to expose and examine issues that arose from the United States' involvement in Vietnam, Dundalk Community College in Baltimore developed a course, "Reading and Writing about Vietnam," which may act as a useful model for other campuses. The course's success was due to three crucial factors: (1) careful thought was given to the goals and purposes of the course, which was designed to be comprehensive and interdisciplinary, focusing on both personal and international political dimensions of the war; (2) students from diverse backgrounds, including Vietnam veterans, were actively recruited through an extensive publicity campaign and individualized letters; and (3) an instructional process was implemented that allowed participants to express strong feelings about Vietnam and to move beyond those feelings. Journal writing and class discussions, as well as essay assignments, guest speakers, and a research project were among the instructional methods used in the course. The course reading list and titles of films used are included. (EJV)

ED 265 913 JC 860 085

Trevor, Rena; Lucas, John A.
Profile and Evaluation of Women's Program (1983) and Impact of Project Turning Point (Displaced Homemakers Program--1979-1981).

and symbolizes information but also how that individual represents him/herself through speech. Examples of a representation system by which teachers might improve communication with students are offered as well as examples of sentences in which language corresponds to various neuro-linguistic styles. Tips for discovering students' and teachers' primary representational systems and for applying NLP in the classroom are suggested. (RH)

ED 265 926 PS 015 560

Grant, James P.
The State of the World's Children, 1986.
United Nations Children's Fund, New York, N.Y.
PUB DATE- 86
NOTE- 99p.; For other reports, see ED 253 302 and ED 258 687.
AVAILABLE FROM- Oxford University Press, Humanities and Social Sciences, 200 Madison Avenue, New York, NY 10016 (Hardcover, $19.95; Paper, $6.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; *Developing Nations; Foreign Countries; Global Approach; *Health Programs; *Immunization Programs; Infant Mortality; *Infants; *Mothers; Nutrition; Program Effectiveness; Tables (Data)

This special UNICEF report documents the range of problems behind the decline of living standards in Africa and describes the practical steps which are being taken to confront the crisis. Discussed are (1) increasing implementation of immunization programs and progress in promoting oral rehydration therapy; (2) the impact on child survival and development of growth checking, improved weaning, promotion of breast-feeding, and prevention of vitamin A deficiency; (3) basic child survival strategies which would considerably improve the lives and health of women; (4) the potential and danger inherent in the idea of "self-health"; and (5) the present need and present opportunity to provide a basic minimum protection for the lives and growth of all the world's children at a very low cost and in a very short time. Tables present basic statistics concerning factors related to infant mortality. In addition, brief case studies or "Panels" are inserted into the text provide illustrative examples of effective programs in numerous developing nations and additional information concerning immunization, iodine, parasites, population trends, vitamin A, and foster home, developing resources for foster parents, and monitoring quality of care. Appendices provide information about liability for inadequate foster care services, foster parents' rights to share in decision making for the foster child, diagrammatic assessment of family relationships, development of support systems for foster families, guidelines for foster parents, what the Bible says about punishment, discipline and behavior management, the abused and neglected adolescent, mismatching of foster parents and the sexually abused preschool child, and talking with foster parents about sexual abuse. (RH)

ED 265 941 PS 015 593

Riggs, Kathy M.
HCI-IFU: Infant Follow-Up Services Offered by the Tennessee Department of Health and Environment.
PUB DATE- 7 Dec 85
NOTE- 19p.; Paper presented at the National Center for Clinical Infant Programs' Biennial National Training Institute (4th, Washington, DC, December 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Children; Followup Studies; *Health Programs; High Risk Persons; *Home Visits; *Infants; Mothers; Physicians; Prevention; *Social Networks; State Programs
IDENTIFIERS- *Prenatal Care; *Tennessee

In July of 1983, the state of Tennessee initiated The Healthy Children Initiative (HCI), a program designed to protect the health of Tennessee's children. Originally planned as a 4-year initiative, participating programs have been established on an ongoing basis. The first year's goal for Fiscal Year 83-84 was to make sure prenatal care was available for every pregnant woman in Tennessee. Another major area of emphasis has been the prevention of teenage pregnancies. The second and third years of the initiative concentrate on Infant Follow-Up (IFU), a program designed to insure that all babies receive developmental services and to establish networks between agencies and the private medical communities. This presentation describes the Infant Follow-Up Program designed for the Mid-Cumberland Region, an area consisting of 12 counties surrounding but not including the city of Nashville. The third year of the Healthy Children Initiative, which began July 1, 1985, the importance of looking beyond the individual and the family for causes of particular behaviors in young people. Finally, suggestions are offered concerning future directions and needs for research on child development and child behavior. (RH)

ED 265 955 PS 015 616

Cole, Michael

A Socio-Cultural Approach to the Study of Re-Mediation.

PUB DATE- Apr 83

NOTE- 19p.; In: New Directions in Studying Children. Speeches from the Conference of the Erikson Institute (Chicago, IL, April 29-30, 1983)--see PS 015 612.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Child Development; *Cognitive Development; *Cultural Influences; *Language Skills; *Literacy; *Remedial Reading; Student Improvement; Systems Approach; *Teacher Role; Theories

IDENTIFIERS- *Interpretation; Theoretic Orientation; Vygotsky (Lev S)

The basic character of literacy is the creation of objects to regulate interactions with the physical and social worlds. "Remediation" means a shift in the way that mediating devices regulate coordination with the environment. If research on reading is to make a difference, it will have to start with an understanding of how contemporary social-historical contexts shape the nature of instruction and the production of school failure. Current data show how, without special cultural support systems, the individual teacher is at an enormous disadvantage in trying to get a student over the major misunderstanding that reading is reading individual words so that they sound right. Reading is a process of interpreting the world. Current research using an interpretive model has produced remarkable changes in the reading ability of seventh grade students. But the system of remediation most commonly used is one that goes back to the system of the basic unit again. Instead of basic skills, a socio-cultural approach to reading talks about basic activities and instantiates those needed to carry out the whole process of reading in the general conditions for learning. When such lesson contexts are created, children can learn to read who otherwise couldn't be taught. (RH) boys, no such evidence was found. Recent findings contribute to the growing body of evidence that the cultures developed by boys and girls in their segregated groups are distinctive and serve different functions. Altogether, these findings and results of primate studies suggest that females are first to initiate segregation to avoid being dominated by males. These conjectures, however, do not explain why boys avoid playing with girls. It is concluded that gender segregation appears to be relatively intractable; it may be unwise for adults to try to prevent boys and girls from choosing same-sex playmates in unstructured play situations. Adults can play a very large role, though, in setting up structured situations in which cross-sex interactions can occur without placing on children the burden of letting their peers see that they have chosen a cross-sex partner. (RH)

ED 265 969 PS 015 638

Child Care in the Public Schools: Incubator for Inequality?
National Black Child Development Inst., Inc., Washington, D.C.
PUB DATE- Jan 85
NOTE- 35p.
AVAILABLE FROM- National Black Child Development Institute, 1463 Rhode Island Avenue, N.W., Washington, DC 20005 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Family; *Black Youth; *Day Care; Delivery Systems; Early Childhood Education; *Educational Planning; Educational Policy; Needs Assessment; Policy Formation; *Preschool Children; Public Education; *Public Schools; Racial Bias; Social Change; *Social Problems

This report examines the consequences, particularly for Black children, of the trend toward lodging preschool care in urban public schools. The report also calls for discussion and debate about whether the public school system can develop the skills and techniques necessary to nurture Black preschool children. In recent years Black parents have had difficulty finding quality child care for several reasons, including the following: the loss of the traditional family support system; the declining income of Black families; decreased federal support for child care; church-based child care facility closings; and sky-rocketing liability insurance costs in child care centers. Although housing child care in the

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Community Benefits; Community Size; Economic Factors; Entrepreneurship; Financial Support; Geographic Location; Higher Education; Program Descriptions; *Program Development; *Rural Development; *Rural Economics; *School Community Relationship; *Small Businesses
IDENTIFIERS- *Business Incubators; *Facilitators; Illinois; Missouri; Ohio; Pennsylvania

One viable economic development option for rural areas is the creation of business incubators--facilities that aid in the early stages of growth of an enterprise by providing rental space, services, and business assistance. Business incubators promote community development by diversifying the economic base, enhancing the community's image as a center for innovation and entrepreneurship, and creating jobs. Most business incubators are located in urban areas, but in the past two years several rural incubators have been initiated including projects in aging industrial areas and rurally isolated non-industrial areas of Western Illinois, Northwest Pennsylvania, Ohio, and Missouri. In planning and operating these rural incubators, development officials have had to consider the number of potential clients in the area, marketing strategies for the incubator, and the level of economic and community support available for incubator development. These considerations varied in relative importance depending on the type of rural area the incubator was located in, its degree of affiliation with a university, and the type of incubator facility, e.g., manufacturing, retail, or high technology. Strategies to overcome the problems associated with rural business incubators included aggressive marketing plans, commercialization of university research, and diversification of funding sources. (JHZ)

ED 265 984 RC 015 586

Conference '85. Council of Outdoor Educators of Ontario. Proceedings (15th, London, Ontario, Canada, September 25-29, 1985).
Council of Outdoor Educators of Ontario.
PUB DATE- 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -

expenditure per student, and pupil-teacher ratio. (LFL)

ED 265 998 RC 015 618

Rubendall, Robert L., Jr.
Tort Liability and Risk Management in Adventure Education.
PUB DATE- 19 Apr 82
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accident Prevention; *Adventure Education; Camping; *Court Litigation; *Legal Responsibility; *Outdoor Activities; Outdoor Education; Program Content; Program Improvement; Risk; Safety Education; *Torts
IDENTIFIERS- Backpacking; Canoeing; Massachusetts; Negligence; *Risk Management; Rock Climbing; Rope Courses

On the premise that the benefits of adventure education far outweigh risks in any well managed program, this document provides such programs, which stand on relatively untested ground in the eye of the law in this litigious society, with strategies for reduction of risk by controlling the nature and frequency of accidents. The first section outlines the law of liability related to the doctrine of governmental immunity and the concept of negligence. Section two applies risk management theory to six typical high risk activities (low and high ropes courses, canoeing, rock climbing, backpacking, and winter hiking and camping), illustrating responsibilities of program supervisors; principles of standard of care; and physiological, social-psychological, environmental, safety, and technical forces of concern. The next section cites recent Massachusetts cases illustrating governmental immunity, contributory negligence vs. assumption of risk, standard care required, trespassers, invitees vs. licensees, proximate cause, release forms, independent contractor liability, and hidden defects. The final section summarizes responsible features to incorporate into adventure programs: accident action procedures; general and specific supervision plans; lists of safety regulations; inservice education covering participant capabilities, first aid/emergency procedures, safety awareness, supervisory qualities, and technical skill maintenance; facility and equipment inspection and maintenance; public relations programs; and communication with lawyers and insurance agents about program activities and safety procedures. (NEC)

ED 266 012 SE 046 389

Paige, John C.
The Civilian Conservation Corps and the National Park Service, 1933-1942: An Administrative History.
National Park Service (Dept. of Interior), Washington, D.C.
REPORT NO.- NPS-D-189
PUB DATE- 85
NOTE- 293p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- *Conservation (Environment); Employment Programs; *Environmental Education; *Federal Programs; Forestry; Natural Resources; Parks; *Physical Environment; *Resident Camp Programs; Soil Conservation
IDENTIFIERS- *Civilian Conservation Corps; Environmental Management; *National Park Service

The Civilian Conservation Corps (CCC) has been credited as one of Franklin D. Roosevelt's most successful efforts to conserve both the natural and human resources of the nation. This publication provides a review of the program and its impact on resource conservation, environmental management, and education. Chapters give accounts of: (1) the history of the CCC (tracing its origins, establishment, and termination); (2) the National Park Service role (explaining national and state park programs and co-operative planning elements); (3) National Park Service camps (describing programs and personnel training and education); (4) contributions of the CCC (identifying the major benefits of the program in the areas of resource conservation, park and recreational development, and natural and archaeological history finds); and (5) overall accomplishments, 1933-1942 (highlighting the benefits resulting from the program). Full page illustrations cover representative aspects of the program. Appendices contain legislative, management, and product related documents. (ML)

ED 266 013 SE 046 393

measures. Improvements related to curriculum and instructional resources are currently focusing on the supply of qualified science and mathematics teachers and time for teaching science and mathematics. In addition, local improvement efforts (without any state support) are underway, as are Local Model Partnership programs (a combination of Reynolds foundation and state funds), the Business Committee on Math/Science Education, and the Growth Initiatives for Teachers for Mathematics and Science Pilot Program. (JN)

ED 266 027 SE 046 410

Crowley, Michael F.; Lane, Melissa J.
Women and Minorities in Science and Engineering.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-86-301
PUB DATE- Jan 86
NOTE- 257p.; For the two prior reports in this series, see ED 216 890 and ED 241 321. For an earlier report (1977) see ED 147 098.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Degrees (Academic); *Employment Level; *Engineering; Engineering Education; Engineers; *Females; Higher Education; Hispanic Americans; Labor Force; *Minority Groups; Physical Disabilities; Science Education; *Sciences; Scientists; *Sex Differences; Training

This statistical review, the third in a biennial series mandated by Public Law 96-516, provides a comprehensive overview of the participation of women and minorities and the physically handicapped in science and engineering (S/E). To provide perspective, both long term (1976-1984) and short term (1982-1984) trends are presented. The report consists of three chapters. The first chapter examines the representation and utilization of women in S/E, considering employment levels and trends, field, experience, career patterns, and labor market conditions. The second chapter presents similar information for Blacks, Asians, Native Americans, Hispanics, and the physically handicapped in S/E. The third chapter examines the acquisition of scientific and engineering skills of women and minorities and highlights differences with men and the majority in achievement, test performance, academic coursework, and degree production. An

Energy and Resource Conservation. Minimum Standards Leadership Series 1985.

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.

PUB DATE- Nov 85
NOTE- 78p.
AVAILABLE FROM- Ohio Department of Education, Division of Elementary and Secondary Education, 65 South Front St., Columbus, OH 43215.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Conservation (Environment); *Conservation Education; *Curriculum Development; Ecology; Educational Objectives; Elementary Secondary Education; *Energy Conservation; *Energy Education; *Inservice Teacher Education; Learning Activities; *Natural Resources; Nonschool Educational Programs; Resource Materials; Teaching Methods
IDENTIFIERS- *Ohio

This publication can be used as: a guide for improving, expanding, and balancing the existing energy and resource conservation education program; a resource for planning appropriate inservice education activities in energy and resource conservation education for school district personnel; and a source of information for locating high quality curricular materials, background information, and community resources. It consists of seven chapters which focus on, respectively: (1) energy and resource conservation in the curriculum (examining components and outcomes related to lifelong learning skills, concepts and understandings, and ethical behavior); (2) energy and resource conservation in the course of study (with excerpts from school district philosophies, program philosophies, program goals, and with suggestions for constructing a model course of study); (3) choosing energy and resource conservation activities; (4) teaching strategies; (5) planning inservice programs and types of inservice actvities; (6) using nonschool resources (including local resources, stage agency resources, state organizations, national organizations, and federal agencies); and (7) summary information. Appendices include biographical sketches of individuals who have made a contribution to envrionmental/conservation education and lists of curriculum and other types of resources. (JN)

ED 266 043 SE 046 443

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- African History; European History; Grade 4; *History Instruction; *History Textbooks; Intermediate Grades; Slavery; Social History; *Social Studies
IDENTIFIERS- Freedom; *Virgin Islands

This fourth grade Virgin Islands history textbook written for young Virgin Islanders depicts the struggle of their West African ancestors as they moved from slavery to emancipation and beyond. The title of the text is the name of a freedom song used by Danish West Indian slaves in the fight for emancipation. Written from an Afro-West Indian perspective, 13 chapters focus on the early Virgin Islanders; Christopher Columbus' visit; economic reasons motivating Europeans to setle in the islands of the Caribbean; Denmark and the West African slave trade; Africa before the Europeans; the West African slave in the Danish West Indies; early struggles for freedom; the road to freedom; the Proclamation of 1847; after emancipation; the new struggle; readiness for change; and the St. Croix labor Rebellion of 1878. Each chapter contains discussion questions and supporting illustrations. A glossary and topical index conclude the textbook. (LH)

ED 266 056 SO 016 880

Kelly, Eugene W.
Curriculum Power: Thinking Futuristically, Acting Realistically.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented to the Curriculum Advisory Council (Montgomery County, PA, April 26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Course Descriptions; Curriculum Development; *Futures (of Society); Secondary Education; Social Indicators; Social Studies; Teaching Methods; *Trend Analysis

Focusing on whether or not it is worthwhile to think and to study about the future, presenting methods for effectively thinking about and studying about the future, and suggesting methods for introducting future studies into the curriculum, this paper argues that the ultimate purpose of futurism in education is to help

Thoughts on Competency, Art and Art Education," Robert Arnold writes about little and big competencies, with little ones being observable and testable and big ones being untestable because of differences in values. Similarly, Kenneth Marantz in "Toward the Liberation of a Conservative Concept," holds that competence has a built-in virtue or goodness and cannot be relegated to achievable bits and pieces. In the final essay, "The Logic of 'Competence' as it Bears on the Teaching of Art," Ross A. Norris views competency as defined by the CTBE movement and identifies five criteria to which teachers must conform to be competent. The publications contains an annotated bibliography of nearly 50 citations published prior to 1976. (LH)

ED 266 069 SO 016 919

Lehman, Paul R.
The Class of 2001: Coping with the Computer Bandwagon. Words of Note Series.
Music Educators National Conference, Reston, Va.
PUB DATE- 85
NOTE- 18p.
AVAILABLE FROM- Music Educators National Conference, 1902 Association Dr., Reston, VA 22091 ($2.95 members; $3.75 nonmembers; 20% discount on orders of 10 or more; VA residents include sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Art Education; Computer Science Education; Drama; Educational Change; Educational Needs; Educational Trends; Elementary Secondary Education; *Futures (of Society); Graduation Requirements; Music; *Music Education; *Quality of Life; *Technological Advancement; Visual Arts

The students who entered college in the fall of 1985 will have working careers spanning the years from 2001 to 2039 and live in retirement from 2039 to 2053. In the current preoccupation with preparing graduates of 2001 to get jobs using the technology of 1985, seldom is a distinction made between what makes life possible and what makes life worth living. Mistaken assumptions that seem to be commonly accepted include: the purpose of education for society is to contribute to the nation's economy and to the gross national product; the most urgent need in the curriculum is more science, math, and computing; and the arts are essentially frills to be offered as time allows. The failure of the National Commission on

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Banking; Developed Nations; Economic Factors; Economics; Governance; Inflation (Economics); *International Cooperation; *International Trade; *Monetary Systems
IDENTIFIERS- Common Market (Europe); *European Currency Unit; *European Economic Community

Intended to provide a basic understanding of the history and complexity of a relatively new foreign currency measure, this paper briefly describes the history leading to the formation of the European Economic Community (EEC), its objectives, its governance structure, and its development of the European Currency Unit (ECU) as a means of stabilizing Europe's monetary system and strengthening the ties of the EEC's 11 member nations. Described as an intangible, cashless currency much like automated bank transfers, the value of an ECU is based on an average of all participating currencies. Should the ECU become independent of the fluctuating U.S. dollar, it could become a major currency of both account and settlement, creating a regional currenty in Western Europe. The recent decisions of Spain and Portugal to join the EEC (often referred to as the Common Market) have enlarged the community market, but the implications of the ECU for Americans in the financial and business community remain to be determined.

ED 266 083 SO 016 955

Edelstein, Wolfgang
The Rise and Fall of the Social Science Curriculum Project in Iceland, 1974-84: Reflections on Reason and Power in Educational Progress.
Max-Planck-Institut fuer Bildungsforschung, Berlin (West Germany).
PUB DATE- Jun 85
NOTE- 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conservatism; Curriculum Development; Developmental Continuity; Educational Change; Educational History; Elementary Secondary Education; Interdisciplinary Approach; *Program Descriptions; Social Attitudes; *Social Sciences; *Social Studies
IDENTIFIERS- *Iceland

Goransson, Kerstin
How Our Understanding of Reality Develops.
Swedish Inst. for the Handicapped, Bromma.
PUB DATE- Jun 85
NOTE- 57p.; Produced in cooperation with the ALA (Adjustment of Life and Work) research foundation of the National Association for Retarded Children, Youngsters and Adults.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Development; *Cognitive Development; Elementary Secondary Education; *Intellectual Development; *Mental Retardation

This booklet is intended to help teachers and prospective teachers of mentally retarded students to understand the ways in which intellect affects the understanding of reality. Its recommendations are based on G. Kylen's theory of the intellect and J. Piaget's theory of intellectual development. The initial section describes the function and organization of the intellect as well as the intellect's use of structure. Chapter 2 traces four levels of intellectual development through five categories of reality (space, time, quality, number, and cause). Each of these five categories is addressed in terms of the intellect and different levels of development. (CL)

ED 265 698 EC 181 388

Kylen, Gunnar
The Intellect and Intellectual Handicaps.
Swedish Inst. for the Handicapped, Bromma.
PUB DATE- Jul 83
NOTE- 43p.; Produced in cooperation with the ALA (Adjustment of Life and Work) research foundation of the National Association for Retarded Children, Youngsters and Adults.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Abstract Reasoning; Elementary Secondary Education; Environmental Influences; *Intellectual Development; *Mental Retardation; *Personality Traits; Theories

This guide describes, from the perspecitve of J. Piaget's theories, component operates from the Placement and Referral Center for the Handicapped of the Division of Special Education. The program is administered by donated staff from the Placement and Referral Center. The special education component served 255 students in 1983-84. In May, 1984, the program had 174 active trainees at 96 training sites. The 1983-84 evaluation consisted of a descriptive analysis of the special education component, in-person interviews with TOP staff and special education trainees, and telephone interviews with training site supervisors (employers). The majority of the respondents were supportive of the program and had positive attitudes about its activities and outcomes. All of the trainees said they benefitted from participating in the program and cited the practical work experience, new skills, and job seeking strategies learned as major benefits. Eighty-one percent of the supervisors said their agencies would participate in the program next year and cited the trainee stipend, paid by TOP, and the mutual benefits gained by both students and employers as the primary reasons for their continued involvement in the program. (Author/CL)

ED 265 716 EC 181 706

Auxter, David; Couzzo, Laurie
Training Teachers of the Handicapped through a Competency Based Format to Instruct Motor Skills.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 34p.
GRANT- 029AH50223
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Competency Based Teacher Education; *Disabilities; *Motor Development; Program Effectiveness; *Teacher Education

The study explored preparation of 38 instructors of motor skills for the handicapped through a competency-based mastery learning format. Both mastery learning and non-mastery learning formats of instruction were used to train the potential teachers. A systems approach to training was employed in a performance-based practical competency-based format. The mastery learning format involved instructional inputs with protocols which related to practical

The Ram's Horn, Volume Three, 1-4 (Double Issue), Summer-Spring 1982-1983.

Dartmouth Coll., Hanover, NH. Language Outreach Education Office.

PUB DATE- 84
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Classroom Techniques; *College Second Language Programs; Cultural Education; Drama; Educational Policy; *English (Second Language); Form Classes (Languages); *French; *German; Higher Education; Intensive Language Courses; International Studies; Learning Strategies; Peer Teaching; Prose; Role Playing; Secondary Education; Second Language Instruction; Self Esteem; Sex Stereotypes; *Teaching Methods
IDENTIFIERS- *Rassias Language Method

The combined Summer 1982-Spring 1983 issue of this journal dedicated to the Rassias Language Method includes the following articles: "Languages, Learning, and Change" (Ronald C. Rosbottom); "Role-Playing: Perception and Analysis of Sex-Role Stereotypes in Literature" (Judith G. Miller); "Prose as Drama: The Use of Fairy Tales to Teach German" (Ursula Beitter); "Mastering Those Confounded French Conjunctions" (Maureen Weslowski); "Role Playing in the French Classroom" (Margo Kaufman); "Where Is the Frosting on the Cake? The DILM at Baruch College: An Open Letter" (R. Anthony Pedatella); "Applying the Dartmouth Model to ESL at Lehman College" (William Rose); "Languages for the Millenium" (Sister Mary-Theresa McCarthy); "Foreign Langauges: A Matter of State" (Roy J. Butz); "Humanizing International Business Relationships" (Winton M. Blount); "Language and Cultural Needs in the Area of International Trade" (Gayle C. Shelton, Jr.); "The Rassias Mathod Goes to High School" (Marrin Robinson, Miriam Stoll); "Marketing 'Le' Product: It's All in the Name!" (Joanne Spinale, Frank W. Fisher, Jr.); "Creative Dictation in French" (Debra Popkin); "Students Teaching Students" (William Rose); and "Off the Wall or On the Volley: Managing Self-Risk and Overconfidence, or 'What Does Love Have to Do With It?'" (Raymond J. Cormier). (MSE)

ED 265 732 FL 015 279

Education; Language Teachers; Role Playing; Second Language Instruction; *Spanish; Summer Programs; Teaching Guides; Workshops

A collection of classroom activities for French and Spanish language immersion programs includes descriptions of or directions for a variety of exercises, accompanied by a brief introductory section of notes for the teacher. The activities include audio-motor units, a back-to-back activity, a cocktail party simulation, cultural assimilators, personal identification games, a gossip game, ink-blot creativity, a man-from-Mars game, musical dictation, a fictitious culture game, a paper bag skit, proverbs, role-playing, direction-following, sentence expansion, a warm-up, a shopkeeper activity, simultaneous conversation, sound effects, changing themes in a conversation, item identification, and anticipating the ending of a film or story. (MSE)

ED 265 747 FL 015 478

Chambers, Patrick
Using the Rods for Structural Grammar.
PUB DATE- Nov 85
NOTE- 7p.; Paper presented at the TRI-TESOL Conference (Bellevue, WA, November 14-16, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *English (Second Language); *Form Classes (Languages); Second Language Instruction; *Sentence Structure; Teaching Methods; *Visual Aids

The innovative use of a visual cueing device, or rods, in a second language class to represent the parts of speech and the grammatical structure of a sentence is explained and illustrated. The advantages found in it are that individual structures are not learned as isolated elements but rather as parts of a larger system, and that there is more student-generated production because the technique allows the teacher to use few verbal cues. The use of the technique for teaching the verb "to be" is described and charted, as well as its use for illustrating clauses. (MSE)

Breland, Hunter M.; And Others
An Examination of State University and College Admissions Policies. Research Report.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-85-3
PUB DATE- Jan 85
NOTE- 42p.
AVAILABLE FROM- Educational Testing Service, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Admission Criteria; Class Rank; *College Admission; *College Applicants; College Entrance Examinations; Comparative Analysis; *Eligibility; Grade Point Average; Higher Education; *Models; Prediction; Public Policy; Scores; *State Colleges; State Universities

The impact of different admissions policies on Black, Hispanic, and White applicants was investigated, using College Board data. Five undergraduate admissions models were assessed. The single-index minimum model uses a single index, such as high school grade point average (GPA), to determine eligibility. The multiple-index minimum model uses two or more indexes. An either-or minimum model allows for eligibility if a minimum is equalled or surpassed on either of one or more indexes. Students might be eligible, for example, if in the top half of their high school class or if their Scholastic Aptitude Test (SAT) total score is 700 or above. A sliding scales model specifies different minimums on different indexes at different levels of high school or test performance. The fifth model is based on predicted performance: a regression equation is developed from data on past students and is used to predict performance for applicants. In addition to data on SAT scores, the analysis was based on responses to the Student Descriptive Questionnaire. A detailed description is provided of the five admissions models, the data base employed, and the analyses performed. Nine tables show the percentage of eligible seniors using each model, including the criteria of high school rank, high school GPA, and SAT total scores. (SW)

ED 265 763 HE 019 006

Austin, Ann E.

Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Comparative Analysis; *Computers; *Demand Occupations; *Doctoral Degrees; Educational Demand; *Engineering Education; Expenditures; Faculty Recruitment; Graduate Students; Higher Education; Manufacturing; Private Colleges; Questionnaires; Research; *Robotics; School Surveys; State Colleges
IDENTIFIERS- *Biotechnology; *Microelectronics

Baseline data on engineering programs, faculty, and students in selected and rapidly developing engineering specialties are presented, based on a survey of engineering schools. The specialties of interest are: computers, materials, microelectronics, robotics, manufacturing, and biotechnology programs. National estimates are derived from the responses of 96 engineering schools. Attention is directed to the availability of qualified faculty, including the supply of doctoral students, in emerging engineering areas. Information is presented on: the total number of faculty recruitments in progress and completed during the 1983-1984 academic year; sources of qualified applicants and their citizenship; the organization and location of the engineering programs; how programs at public and private colleges compare; programs at the top 50 institutions that granted the largest number of doctoral degrees in engineering in 1981-1982; and programs at the top 50 institutions ranked highest in terms of research expenditures. It was found that in 1983-1984, there were 470 operational programs in emerging engineering areas, averaging nearly four programs per institution. Appendices present the questionnaire, information on survey methodology, and technical notes. (SW)

ED 265 777 HE 019 020

Reynolds, Michael M.
Guide to Theses and Dissertations: An International Bibliography of Bibliographies. Revised and Enlarged Edition.
REPORT NO.- ISBN-0-89774-149-8
PUB DATE- 85
NOTE- 264p.
AVAILABLE FROM- The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483 ($125.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)

Univ., Rochester, Mich.
PUB DATE- 85
NOTE- 96p.; Supersedes ED 257 396.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; Early Retirement; Employment Practices; Faculty Evaluation; Faculty Promotion; Grievance Procedures; Higher Education; Leaves of Absence; *Personnel Policy; Reduction in Force; Retraining; *State Universities; Teacher Employment Benefits; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Faculty Reappointment; *Oakland University MI; Personnel Files; Tuition Benefit Programs; Union Rights

The collective bargaining agreement between Oakland University and the University's chapter (370 members) of the American Association of University Professors (AAUP) covering the period 1985-1988 is presented. Items covered in the agreement include: definitions and recognition of AAUP, academic titles, AAUP rights, university management, employment procedures, appointment of department heads, review of faculty, faculty reemployment and promotion, tenure, types of layoff, layoff procedures and monetary entitlements, recall, discipline and discharge, professional responsibilities outside of professional work, teacher regular salaries and summer pay rate, salaries of chairpersons and coordinators, fall/winter off-campus overload pay, salaries for visiting faculty and special lecturers, medical/dental insurance, life insurance, accidental death and dismemberment, professional liability insurance, long-term disability, enrollment in courses, retirement, reemployment of retired employees, retirement incentive plan, reduced work schedule prior to retirement, faculty travel and travel insurance, leaves with and without pay, academic librarians, grievance procedure, and access to personnel files. Appended are information on salary levels by rank for 1985, 1986, and 1987 and information on student-faculty ratio. (SW)

ED 265 790 HE 019 033

Agreement between the Administration of St. John's University, New York, and the St. John's Chapter of the American Association of University Professors, 1984-1987.
American Association of Univ. Professors, Washington, D.C.; Saint

pre-academic preparatory courses. (SW)

ED 265 803 HE 019 054

Higher Education in Israel. Statistical Abstract, 1983/84.
Israel Planning and Grants Committee, Jerusalem.
PUB DATE- Aug 85
NOTE- 164p.; For a related document, see HE 019 053.
AVAILABLE FROM- Council for Higher Education, Planning and Grants Committee, P.O.B. 4037, 12 Hanassi Street, Jerusalem 91040, Israel.
LANGUAGE- English; Hebrew
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; College Buildings; *College Faculty; *College Students; *Degrees (Academic); *Enrollment Trends; Expenditures; *Foreign Countries; *Higher Education; Majors (Students); National Surveys; Student Characteristics; Tuition
IDENTIFIERS- *Israel

Data on higher education in Israel are presented in both English and Hebrew versions as a supplement to the 1983-1984 annual report of the Planning and Grants Committee. Information is provided on students, degree candidates and recipients, staff, budgets and physical data, and institutions of higher education that are not universities but are accredited by the Council for Higher Education. Data on university student enrollments and degree recipients are categorized by: level of degree, institution, and field of study. Enrollments by age group, sex, and continent of birth are also identified. The number and type of university staff by institution are specified, along with junior and senior academic staff in universities, by grade and institution; technical staff in universities, by type of scale and institution; and administrative staff in universities, by type of scale and institution. Additional tables include: national expenditures on education and higher education, by type of expenditure; ordinary budget of the universities, by sources of income and academic years; university tuition fees; university development budget by institution and academic year; and area of buildings in universities, by institution and use. (SW)

and Future" (Bertrand Hansen); "Ontario Professors Salaries: A Comparative Analysis" (Trish McAdie); "Canadian and Looking for a Professorship in Business?" (Olga L. Crocker); "The Professoriate of Ontario: Professors Generally and Professors of Education as a Case in Point" (John Holland, Saeed Quazi, N. S. Stokes); and "Future Implications of the Age Structure of the Ontario Professoriate" (C. Watson, S. Quazi, N. S. Stokes). (SW)

ED 265 817 HE 019 072

Powers, Stephen; And Others
Attributional Profiles of Japanese-American and Anglo-American University Students.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Need; Algebra; *College Students; Comparative Analysis; Failure; Higher Education; *Japanese Americans; *Mathematics Anxiety; *Self Esteem; Success; *White Students
IDENTIFIERS- University of Hawaii

The attribution patterns of 132 Japanese-American and 63 Anglo-American students at the University of Hawaii were studied in 1984. Students were administered the Mathematics Attribution Scale as well as measures of achievement motivation, anxiety, and self-esteem. Japanese-American students were found to have lower achievement motivation and higher anxiety than the Anglo-American students. Attributions for success in algebra were significantly correlated with achievement motivation for both cultural groups. For both groups, those who attributed their success to their effort tended to be higher in achievement motivation and self-esteem. Those who attributed their success to the ease of the task tended to be lower in self-esteem. In addition, for both groups, those who attributed their failure to a poor educational environment tend to be lower in achievement motivation and self-esteem. It appears that Japanese-Americans who have higher achievement motivation also tend to attribute their success to their ability, while no such correlation was found for Anglo-Americans. Compared to Anglo-Americans, Japanese-Americans more often attributed their success in Algebra to educational environment and ease of the task, and they more often attributed failure to lack of ability and poor

(10) number of schools with access to district computer planning; (11) selected locations of computers within schools; (12) computer software sources; (13) sources of computer equipment maintenance; (13) average and total number of teachers receiving computer training; (14) number of schools using other technologies in conjunction with computers; (15) sources of funds for computers; (16) number of schools reporting various sources of funds used to purchase computers; and (17) number of schools by type purchasing computers from the state contract. Also included are five recommendations for the Louisiana Department of Education, the survey instrument, and four appendices which provide raw data from the survey. (JB)

ED 265 830 IR 011 954

Allen, Brockenbrough S.; And Others
Electronic Text: An Amalgam of Capabilities for Creating, Informing, and Instructing. Monograph Number Two of the Electronic Text Monograph Series.
San Diego State Univ., CA. Center for Communications.
SPONS. AGENCY- Electronic Text Consortium.
PUB DATE- 85
NOTE- 47p.; An Annenberg/CPB Project, The Electronic Text Consortium. For other reports in this series, see ED 259 698 and ED 259 720-725.
AVAILABLE FROM- Center for Communications, San Diego State University, San Diego, CA 92182 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; Computer Simulation; Computer Software; Delivery Systems; Electronic Equipment; Higher Education; Information Systems; *Instructional Development; *Models; Online Systems; Programing Languages; Skill Development; Telecommunications; Videotex
IDENTIFIERS- *Electronic Text; PLATO; TICCIT Computer System

This paper argues that electronic text applications in higher education can be conceptualized in terms of three communicational intentions of computer-based systems: informational, instructional, and instrumental (tool-oriented). Product-oriented and service-oriented applications of electronic text are contrasted,

ED 265 843 IR 011 967

Majsterek, David
Micro-CAI in Education: Some Considerations.
PUB DATE- Oct 84
NOTE- 24p.; Paper presented at the Montana Council for Exceptional Children Fall Conference on Exceptionality (October 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Discovery Learning; Elementary Secondary Education; Instructional Design; *Learning Disabilities; *Learning Processes; Literature Reviews; Man Machine Systems; *Microcomputers; Models; Programing Languages; Special Education; Teaching Methods
IDENTIFIERS- *Instrumental Learning Theory

This paper focuses on the applications which best suit the microcomputer in an educational setting with emphasis on adapting effective pedagogical practice to the computer's programability and delivery capabilities. Discovery learning and "being told" are identified as two types of computer assisted instruction (CAI) and sample uses of each method are compared and contrasted to identify their strengths and weaknesses. Comparison of these two CAI methods is based on analyses of five components: (1) student reinforcement; (2) full use of the potential of microcomputers; (3) student-computer interactions; (4) knowledge of possible answers and probable mistakes; and (5) existence of an interactive environment. It is pointed out that learning to program in "discovery languages" (LOGO, PILOT) is a powerful skill that all students should have available to them. Implications of CAI for use with special education students are discussed, and specific benefits are suggested for behaviorally disoriented, mentally and physically handicapped, and learning disabled students. Four major components of CAI that assist these students are identified: program patience, program repetition, eagerness of students to use computers, and suitability for discovery learning. Teachers are encouraged to familiarize themselves with programs that teach effectively and to help create programs that ensure superior instruction. A three-page list of references completes the document. (JB)

and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience). (THC)

ED 265 856 IR 051 374

Griffiths, Jose-Marie; And Others
New Directions in Library and Information Science Education. Final Report. Volume 2.3: School Librarian Competencies.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 84
NOTE- 231p.; One of 12 volumes supplementing the Final Report on this project (IR 051 371).
CONTRACT- 300-82-0152
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - General (130)
DESCRIPTORS- *Competence; Elementary Secondary Education; Employment Patterns; *Job Performance; Job Skills; Learning Resources Centers; *Librarians; Library Research; *Library Services; Occupational Information; *School Libraries
IDENTIFIERS- Competency Identification Procedures; Competency Lists

This document contains validated activities and competencies needed by librarians working in a school library. The activities and competencies are organized according to the functions which school librarians perform: acquisitions; cataloging; circulation and reader services; collection maintenance; interlibrary loan; management; reference; and serials control. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience). (THC)

ED 265 857 IR 051 375

literature review, the paper describes the need and the experiences that state governing boards and higher educational institutions have had in the treatment of data and information. Information-related problems which negatively affect the effectiveness of statewide management information systems are given primary attention: management information illiteracy, organizational discontinuity, computer illiteracy, and financial limitations. Solutions are offered for information-related problems affecting three elements of the statewide management information system: data identification and collection; data analysis and use; and data linkages of information systems. Recommendations are proposed for improving the development and implementation of statewide information systems. (Author/THC)

ED 265 872 IR 051 415

Salomon, Gavriel
Information Technologies: What You See Is Not (Always) What You Get. Revised.
PUB DATE- Jul 85
NOTE- 35p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985). Support provided by the John and Mary L. Markle Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Mapping; Computer Assisted Instruction; Computers; *Epistemology; *Information Science; *Intellectual Development; *Learning Processes; Perceptual Development; Position Papers; Psychological Studies

This paper examines the gap between the learning potentials that computers provide and the actual impact of computer use on learning and development. It is argued that the computer's unique potential is derived in part from four basic attributes: information, symbol systems, user activities, and relations with the user. It is hypothesized that these attributes may affect four corresponding cognitions: knowledge structures, internal modes of representation, mental operations, and attitudes and perceptions. These effects may be obtained through "low road" learning (practice-intensive, leading to near automatic responses), or through "high road" libraries. The program plan includes a course consisting of five 3-hour sessions covering the reference interview; interlibrary loan, government publications, and statistical tools; circulation and media services; children's literature; and issues affecting community libraries. Each session stressed the public services aspect of the topic being discussed. A summary of the course as it was implemented for 18 library staff members is given, the testing procedures are explained, and evaluation results are discussed. Student demographics are tabulated, including type of library, education, work experience, and library staff size. Each student completing the course was awarded 1.5 continuing education units (CEUs). Appendices include copies of the course outline and outlines for each session; the student survey form; and the course evaluation form. (THC)

ED 265 886 IR 051 429

Zahari, Noor Liza Ahmad
A Resource Guide for Information/Library Education in Developing Countries.
PUB DATE- 85
NOTE- 84p.; Independent Study prepared at School of Information Studies, Syracuse University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Curriculum Development; *Developing Nations; *Librarians; Library Associations; *Library Education; Library Personnel; Library Role; *Library Schools; Professional Education; *Resource Materials
IDENTIFIERS- Information Resources Management

This annotated guide to resources on library and information science education in developing countries includes materials on library schools, training and education of library staff, and the progress of libraries in specific countries. Materials in the guide were selected from the indexes of Library Literature, Library and Information Science Abstracts (LISA), and Information Science Abstracts. Most entries are journal articles, but a few theses, workshops, occasional papers and reports are included. All documents were published between 1980 and 1985 with the exception of a few articles published prior to 1980. The sources are listed in three categories. The first category contains citations for reference and general resource materials, including a directory and

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Capital Outlay (for Fixed Assets); Community Colleges; Cost Effectiveness; *Degrees (Academic); Educational Objectives; Educational Planning; *Enrollment Projections; *Enrollment Trends; Ethnic Distribution; Financial Support; Population Trends; *Postsecondary Education; *Rural Education; State Legislation; Statewide Planning; Student Financial Aid
IDENTIFIERS- *Alaska

Statistical data and other information about postsecondary education in Alaska are presented in this compendium in support of the first statewide master plan for postsecondary education. The volume contains: (1) selected information concerning the colleges and universities in Alaska, including enrollment and state population trends, and certificates and degrees offered and awarded; (2) 1980 Alaskan population by race; (3) a report on postsecondary education in rural Alaska, which discusses the present situation, public participation, and current issues; (4) Florida statute relating to a common course numbering system for community colleges and the state university system; (5) University of Alaska institutional mission statements; (6) financial strategies for obtaining revenue for capital improvements; (7) sample legislation establishing a competitive, non-need-based scholarship program for Alaska; (8) a state act establishing the Pacific Rim Fellowship Program; and (9) Western Interstate Commission for Higher Education field support fees for fiscal year 1986. (EJV)

ED 265 900 JC 860 070

Nespoli, Lawrence A.
The Improvement of Occupational Education in Maryland. A Progress Report, Fiscal Year 1985.
Maryland State Board for Community Colleges, Annapolis.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE- Feb 86
NOTE- 23p.; For an earlier report, see ED 241 086.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Volume XIV, No. 5.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 10 Mar 86
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Community Services; Course Evaluation; *Displaced Homemakers; *Females; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Surveys; Two Year Colleges; Two Year College Students; *Womens Education

As one element of the evaluation of the Women's Program at William Rainey Harper College, surveys were sent to 500 women who had participated in the offerings of the Women's Program in 1983; and to 194 women who had taken part in Project Turning Point between 1979 and 1981. Study findings, based on a 65% response rate, included the following: (1) almost half of the respondents had lived in their community for more than 10 years, and most were very active in community organizations and activities; (2) 31% held a bachelor's degree or higher; (3) the principal factor leading to enrollment in a Women's Program offering was interest in the subject matter; (4) 48.5% of the participants in the Women's Program indicated that the program had increased their confidence, 43.5% reported an increase in self-awareness, and 39% felt more aware of other people; (5) the major factors influencing women to participate in Project Turning Point were recommendations by friends and relatives (30%), the program brochure (21%), and a newspaper article (13%); (6) the most frequently mentioned outcome of participation in the project was employment, followed by continued education and support/help with a difficult problem; and (7) about one in five participants in the Women's Program were also participatns in Project Turning Point. Detailed study results and the questionnaire are included. (EJV)

ED 265 914 JC 860 086

Kolzow, Lee C.
Study of Academic Progress by Students at Harper after Enrolling in Developmental Courses, Volume 14, No. 9.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

the International Code of Marketing of Breast-milk Substitutes. (RH)

ED 265 927 PS 015 561

Arroyo, Aline A.; Sugawara, Alan I.
A Scale of Student Teaching Concerns for Use with Early Childhood Education Teacher Trainees.
PUB DATE- 83
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Competence; Early Childhood Education; *Factor Structure; Higher Education; Questionnaires; *Student Teachers; Teacher Education; Teacher Effectiveness; *Test Reliability; *Test Validity
IDENTIFIERS- *Scale of Student Teacher Concerns

The primary purpose of this study was to devise a valid and reliable scale to assess the teaching concerns of early childhood students at various levels in their teacher training experiences. A total of 167 concerns, generated by 104 teacher trainees, their trainers, and an extensive review of the literature, were classified according to Katz's (1972) paradigm of teacher development. These concerns were randomly organized in a Scale of Student Teaching Concerns (SSTC) and administered to 107 teacher trainees prior to their involvement in training practicums at seven similar early childhood programs in Montana, Utah, and Oregon. The trainees rated each concern using a 5-point Likert-type scale on the dimension of perceived importance. In addition, the teacher competency of trainees was assessed using the Preschool Teacher Competency Rating Scale approximately 3 to 4 weeks into their training practicums. Findings indicated the existence of four factors, including survival, consolidation, renewal, and maturity, as suggested by Katz (1972). In addition, the final version of the SSTC successfully discriminated between beginning and advanced level teacher trainees, providing some construct validity for the scale. Reliability estimates, including two internal consistency estimates, revealed concerns associated with each of the four factors in the final SSTC to be relatively homogeneous. An exploratory study regarding the relationships between teaching concerns and teacher competency revealed no significant relationships between these variables. (Author/RH)

focuses on expanding the Infant Follow-Up efforts to include a High Risk Registry to assure that infants with certain risk factors are identified systematically and followed with especially intensive efforts. Data indicate that the Follow-Up Program works: children have been assigned "medical homes," their immunization rate is better, and the medical communities are pleased. (RH)

ED 265 942 PS 015 594

Pinkett, Kathleen E. L.
Preschool Attendance and Type of Experience in Advantaged Children: Long-Term Effects by Third Grade.
PUB DATE- Nov 85
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (New Orleans, LA, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advantaged; Cognitive Ability; *Educational Experience; *Elementary School Students; Grade 3; Interpersonal Competence; Mathematics Skills; *Outcomes of Education; *Preschool Education; Primary Education; Reading Achievement
IDENTIFIERS- Full Day Programs; Half Day Programs

Preschool attendance and type of experience were examined for long-term effects on 226 third grade advantaged boys and girls. Information on preschool attendance was obtained from each subject's parents. Each subject was assessed on social competence, cognitive ability, reading achievement, and math achievement. Results indicated that advantaged children who attended preschool and advantaged children who did not attend preschool were not different in social and cognitive competence by third grade. Findings also indicated that children who attended half-day preschool, while not differing, had higher social competence and cognitive ability scores than children who attended day care. Underscored by this research is the critical question of how specific types of preschool experiences influence development in later years. A five-page bibliography concludes the report. (Author/RH)

ED 265 956 PS 015 617

Steyn, I. N.
The Interrelationship between One's View of Man, Culture and Curriculum.
PUB DATE- Aug 83
NOTE- 10p.; Paper presented at the Meeting of the World Congress of Philosophy (17th, Montreal, Quebec, Canada, August 21-27, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; Cultural Awareness; *Cultural Education; *Educational Philosophy; Foreign Countries; *Relevance (Education); Religion
IDENTIFIERS- Cultural Preservation; *Ontology; *South Africa

This paper states that school is an institution created by society to transmit the valuable life contents to be found in culture to children in the shape of learning contents. Discussed are (1) the ontological issues underlying curriculum; (2) the coherence between reality, culture and curriculum; and (3) man's cultural rights. Curriculum is viewed as a composite body of knowledge resulting from man's search for and discovery of the concrete reality of God's will (law) within creation. Cultural reality is the result of man's execution of his vocation as steward of nature. The curriculum includes knowledge about culturally formative activities that include a whole spectrum of reality. The way in which communities and nations throughout the ages have discovered the laws underlying reality and ordered these for an orderly existence is to be found within the culture. This is a concretization of "the right of peoples to preserve their culture." The homogeneity of cultural groups in the same school is a prerequisite for the orderly existence and functioning of any curriculum. On the basis of the foregoing information, it is, in the last analysis, essential to point to the futility of the adoption of curricula from countries with conflicting cultures. (RH)

ED 265 957 PS 015 618

public schools may seem an attractive alternative, any national policy discussion of child care must be based on the premise of a responsible, quality-oriented and culturally sensitive system and public school-based child care must be analyzed to answer the questions raised. Finally, components that must be included in public school based programs for young children are delineated and action steps are recommended both for workers in the child advocacy field and for targeted segments of the black community. (DST)

ED 265 970 PS 015 639

Clayton, Lawrence
The Impact of Parental Views of the Nature of Humankind upon Child-Rearing Attitudes.
PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Annual Parenting Symposium (1st, Chicago, IL, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoritarianism; *Child Rearing; *Moral Values; *Parent Attitudes; Participant Characteristics; Preschool Education
IDENTIFIERS- *Permissiveness; *Philosophy of Human Nature Instrument (Wrightsman)

A total of 330 parents of preschool children were given Wrightsman's Philosophy of Nature Instrument, a measure developed to assess the expectancies people have about others' behavior. The instrument consists of 14 items for each of six subscales assessing trustworthiness, altruism, independence, strength of will, complexity, and variability. Because the combination of the first four subscales has been shown to represent an individual's overall view of the positiveness or negativeness of human nature, the last two subscales were not used. On the basis of their scores, parents were categorized as viewing others as moral, immoral, or amoral. They were then given the Parent Attitude Research Instrument, a measure assessing parental child-rearing attitudes. Demographic data were also obtained. Findings suggested that (1) parents who view humankind as moral tend to be relatively permissive in child-rearing attitudes; (2) parents who view humankind as immoral tend to be relatively authoritarian in their child-rearing attitudes; and (3) parents who view humankind as amoral tend to be relatively moderate in their child-rearing attitudes. (RH)

Teaching Guides (For Teacher) (052)
DESCRIPTORS- Awards; Dance; Elementary Secondary Education; *Environmental Education; *Experiential Learning; First Aid; Foreign Countries; Handicrafts; History; Language Arts; *Learning Activities; Music Activities; Natural Resources; *Organizational Objectives; *Outdoor Activities; *Outdoor Education; Photography; Slides; Story Telling; Teaching Methods; Wildlife
IDENTIFIERS- Canada; *Council of Outdoor Educators of Ontario

Summaries of 18 conference presentations on diverse topics related to outdoor education are collected in this combination journal and newsletter, which also covers conference events and organizational business. Presentation summaries--generally one or two pages in length--provide highlights of the presentations as well as some guidelines for specific outdoor activities. Topics include creation of a slide/sound presentation, wetland and pond life study, teaching methods for outdoor educators, the Mobile Nature Centre of the Royal Botanical Gardens, safety practices for wilderness programs, prehistoric pottery making techniques, lobbying for the preservation of natural areas, story telling, popular music and environmental ethics, Iroquois culture, beekeeping, and folkdance. Other presentations describe an integrated unit for grades 7 and 8 based on Canadian fur trade and the use of schoolyard and neighborhood walks to develop language arts activities for intermediate grade students. A 6-page section is devoted to organizational goals and a 5-year plan for the Council of Outdoor Educators of Ontario. The planning process is described, followed by 22 general objectives related to administration and organizational purpose. Financial development, public relations, increased participation, and improved services for members are identified as high priorities. (JHZ)

ED 265 985 RC 015 588

Jones, Scott
Illinois, An Educational Step Backward.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Control; Consolidated Schools; Educational Finance; Educational Philosophy; *Educational Quality; Elementary Secondary Education; Rural Areas; Rural Education; *School

ED 265 999 RC 015 619

Castillo, Max
Underrepresentation of Minorities Who Transfer to Baccalaureate Institutions.
PUB DATE- Oct 84
NOTE- 12p.; Paper presented at the Association of Community College trustees, Minority Affairs Assembly Luncheon (San Antonio, TX, October 12, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Articulation (Education); Black Students; Change Strategies; College Role; *College Transfer Students; *Community Colleges; Educational Innovation; Educational Trends; Higher Education; Hispanic Americans; Leadership Responsibility; *Minority Groups; School Holding Power; *Student Attrition; *Transfer Policy; Transfer Programs; Two Year Colleges

Community colleges serve more than half of all entering freshmen, half of all the women seeking higher education, and more minorities than all of the 4-year colleges and universities combined. Serving this population, the leaders and policy makers of community colleges must recognize the reasons for the underrepresentation of minorities in college degree programs and be prepared to make changes that will provide equal educational opportunities for minority groups. College completion rate studies show that attrition is a serious problem for minority students. Studies of transfer policy have isolated some specific problems that contribute to the diminishing transfer rate: poor communication of transfer requirements to students, lack of information systems for counselors who advise transfer students, the complex admissions and registration procedures, and lack of financial assistance--the most frequently cited reason for dropping out. Many community colleges have initiated programs to remedy these problems. The successful programs, characterized by partnerships of community colleges with high schools and 4-year colleges, can provide guidelines for community college policy makers, who have a responsibility to rethink basic assumptions about the needs of minority students and develop programs that promote educational equity. (JHZ)

Mackintosh, Barry
The National Parks: Shaping the System.
National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE- 85
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)
DESCRIPTORS- *Conservation (Environment); Environmental Education; *Federal Programs; *Natural Resources; Outdoor Education; *Parks; *Physical Environment; Recreational Facilities
IDENTIFIERS- *National Parks; *National Park Service; Public Lands

The key events and conditions that helped form and direct the evolution of the United States National Park System are presented in this publication. Information is organized into three sections. Part 1 is a brief introduction calling attention to the complexity of the National Park System's origins and designations. Part 2, the main body of the book, provides an historical review of the conditions and factors influencing the beginnings of the system through 1984. A chronological listing of significant events and park system additions is provided for each time era discussed. Part 3, an appendix, contains a series of maps which illustrate growth patterns within the system and indicate the current status of the park system. A listing of 30 properties that are affiliated with but are not officially in the National Park System is also included. (ML)

ED 266 014 SE 046 396

Communication for Water. Handbooks in Communication and Training for CSDR No. 2.
United Nations Children's Fund, Bangkok (Thailand).
PUB DATE- Jun 85
NOTE- 23p.; Data checklist and photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Community Cooperation; Community Problems; *Community Programs; Developing Nations; *Drinking Water; *Health Needs; Natural Resources; Physical Environment; *Quality of Life; *Water

appendix includes 55 statistical tables. One finding noted is that the employment of women scientists and engineers increased by 157 percent between 1976 and 1984, compared with about 63 percent for men. No recommendations on programs or policies are offered, since, in conformance with the legislation, the report serves as an information source for policymakers and others interested in this area. (JN)

ED 266 028 SE 046 411

Goals and Objectives of National Science Policy. Science Policy Study--Hearings Volume 1. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (February 28; March 7, 21, 28; April 4, 1985). No. 46.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 86

NOTE- 228p.; Several pages containing small and light type may not reproduce well. For other volumes in this series, see SE 046 412-413 and SE 046 419-420.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Engineering; *Financial Support; *Government Role; Hearings; Higher Education; *Objectives; Policy; *Policy Formation; Research; *Sciences; Universities

IDENTIFIERS- Congress 99th; *Science Policy

These hearings, which focused on the goals and objectives of national science policy, include discussions, questions and answers for the record, and, when applicable, prepared statements. Individuals appearing during the hearings include: (1) George C. Pimentel; (2) Alex Roland; (3) John S. Foster, Jr.; (4) James B. Wyngaarden; and (5) Lewis M. Branscomb. Included in an appendix is the report "Research in Prevention, Fiscal Years 1981-83 (1984 Estimated) Budget Information and Program Highlights," United States Department of Health and Human Services, Public Health Service, National Institutes of Health, June 1984. Among the areas and issues explored are: financial support for science; funding of research universities; support for arts and humanities compared to that for science; extent to which goals and objectives of U.S. science policy have changed since 1945; U.S. biomedical research programs; the demand for doctoral level engineers as opposed to the

Science Indicators: The 1985 Report.
National Science Foundation, Washington, D.C. National Science Board.
REPORT NO.- NSB-85-1
PUB DATE- 85
NOTE- 333p.; Pages 186-301 are printed on colored stock.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 038-000-00563-4).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Elementary Secondary Education; *Engineering; Expenditures; Federal Aid; Higher Education; Industry; Instrumentation; International Relations; International Trade; Mathematics Education; *Public Opinion; *Research and Development; School Business Relationship; *Science Education; *Sciences; Scientific Personnel; Scientific Research; State of the Art Reviews; *Technology
IDENTIFIERS- National Science Foundation; *Science Indicators
This report provides basic information on patterns and trends of research and development (R&D) performance in the United States itself and in relation to other countries, as well as data on public attitudes toward science and technology. Major areas addressed in the report's eight chapters include (1) the international science and technology system; (2) support for U.S. R&D; (3) science and engineering personnel; (4) industrial science and technology (examining scientists and engineers in industry, expenditures for R&D in U.S. industry, patented inventions, and university-industry cooperation in science and technology; (5) academic science and engineering (student enrollment and support, faculty roles, academic R&D, the supporting infrasructure, and other areas); (6) precollege science and mathematics education (considering student achievement, scholastic aptitude, top test scores, undergraduate student quality, courses and enrollment, international comparisons, and teachers of science and mathematics); (7) public attitudes toward science and technology; and (8) advances in science and engineering. This last chapter explores the role of sophisticated instrumentation in advancing scientific knowledge. It contains five case studies dealing with lasers, spectroscopy, superconductivity, monoclonal antibodies, and advanced scientific computing. (Detailed statistical tables are included in an appendix.) (JN)

learners cope with real-life crises, opportunities, perils, and especially with the individual's practical ability to anticipate and adapt to change. Following a rationale for future studies, four broad generalizations from the list drawn up by Fitch and Svengalis (1979) to characterize the definitions and methodologies of futurism are presented as providing especially useful pespectives. Next, generalizations relevant to curriculum and instruction at the senior high school level are examined. In a discussion of two methods used by futurists (The Future Wheel and trend analysis), the author describes three recent publications identifying top trends. A summary of four elements that current future studies courses have in common is followed by an approach using separate futurism units in social studies courses. The paper concludes with references; a list of top trends in 1984 identified in "U.S. News & World Report," "Futureletter," and "Megatrends;" a list of separate units on futurism for standard courses in American history, world history, sociology, and psychology courses; and a course outline. (LH)

ED 266 057 SO 016 884

Vallance, Elizabeth

The Nebraska Interstate-80 Sculpture Project and the Hidden Arts Curriculum of Small Towns.

PUB DATE- 85

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Art; Artists; *Competition; Fine Arts; *Hidden Curriculum; Interviews; Program Descriptions; Public Opinion; Rural Environment; *Sculpture; *State Programs

IDENTIFIERS- Bicentennial; *Nebraska

Ten American artists were commissioned in 1975 to produce sculptures as rest stops along the Nebraska stretch of Interstate-80 in celebration of the American Bicentennial. The ten commissioned sculptures were selected through a national juried competition that drew 121 initial entries at a cost of $500,000. Despite initial controversy centering chiefly on the abstract, non-representational nature of the sculpture designs, and the fact

Excellence in Education to include the arts among its "Five New Basics" reflects the commission's obsession with the computer and its view of children in terms of their future roles in the marketplace and their potential contributions to international competition. Three goals developed by Music Educators National Conference for serving the needs of the class of 2001 include: (1) By 1990, every student, K-12, shall have access to music instruction in the schools, with the curriculum of every elementary and secondary school, public and private, including a balanced, comprehensive, and sequential program of music instruction taught by a qualified teacher; (2) By 1990, every high school shall require at least one unit of credit in the arts for graduation (the arts being defined as music, visual arts, theater, and dance); (3) By 1990, every college university shall require at least one unit of credit in the arts for admission. (LH)

ED 266 070 SO 016 920

Biraimah, Karen
Unequal Knowledge Distribution: The Schooling Experience in a Togolese Secondary School. Occasional Papers Series, Number 9.
State Univ. of New York, Buffalo. Comparative Education Center.
PUB DATE- 84
NOTE- 60p.; For other occasional papers, see SO 016 921-923. Document contains light type.
AVAILABLE FROM- Publications Department, Comparative Education Center, 428 Baldy Hall, State University of New York, Buffalo, NY 14260 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colonialism; Developing Nations; Educational Research; Equal Education; Females; Labor Force; Males; Secondary Education; *Sex Bias; Sex Discrimination; *Sex Role; Sex Stereotypes; Social Structure; Social Values; *Womens Education
IDENTIFIERS- *Togo

A case study of a Togolese secondary school provides the focus for an examination of the impact of Western notions of gender-based role expectations in Third World education. Work on the reproduction of inequality in education suggests that in-school processes direct different knowledge to different groups. However, in the case of Third World schools, this process may not involve the reproduction of societal inequalities, but rather the

This description of the content and structure of a 10-year Icelandic Social Science Curriculum Project serves as a commentary on the role of the project in the context of Icelandic curriculum reform. A discussion of the place of structural developmental curricula in the reform dynamics of educational progressivism precede the specifics of the Icelandic reform context. The description of the special features of the project includes its role in the production of concepts, instructional materials, and teacher materials representing the integration of knowledge about man, society, and the ecological conditions of man's life on earth--a representation systematically built from a wide variety of social science disciplines using the inductive processes and discovery approaches as specified by developmental didactics. Next is a discussion of factors contributing to the defeat of the project; a defeat triggered by an onslaught of neo-fundamental ideologies in which perspectivism and socio-moral understanding were defamed as indoctrination and the goal of developmental education was replaced by the "Back to Basics" movement. Experiences gained and motives operating during two decades of Icelandic educational reform are then discussed and reasons for the vulnerability of rational and rationalist reforms are examined. Tables and appendices include (1) an overview of the project's K-9 social studies course; (2) a structural matrix of key concepts; (3) examples of the linkage of key concepts and content in a widening spiral framework; (4) a presentation of a unit; and (5) examples of second and third grade task structures, organization of tasks, and objectives. (LH)

ED 266 084 SO 016 956

Gross, Bertram; Singh, Kusum
Global Unemployment: Challenge to Futurists.
PUB DATE- Aug 85
NOTE- 26p.; Paper presented at the Global Economy Conference of the World Future Society (Washington, DC, August 8-9, 1985). In: Howard F. Didsbury, Jr., Ed. The Global Economy, Today, Tomorrow, and the Transition. World Future Society, 1985. p.33-59.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Change Strategies; Democracy; Employment Opportunities; Foreign Policy; *Futures (of Society); *Global

the nature of intellectual handicaps and their significance for cognitive development, personality development, and interaction with the environment. A description of intellectual capacity and intellectual development is followed by an analysis of the role of intellectual capacity in personality dynamics and in a person's interaction with the environment. Among topics considered are intellectual function related to abstraction level and the role of emotional experiences in personality. The second section describes intellectual handicaps, reviews different levels and etiology, and examines the personality dynamics involved. The paper concludes with an analysis of intellectual handicaps and interaction with the environment. (CL)

ED 265 699 EC 181 389

Kylen, Gunnar
Aids--Intellectual Aids: A Conceptual Investigation.
Swedish Inst. for the Handicapped, Bromma.
PUB DATE- Nov 82
NOTE- 13p.; Produced in cooperation with the ALA (Adjustment of Life and Work) research foundation of the National Association for Retarded Children, Youngsters and Adults.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classification; Cognitive Development; *Intellectual Development; *Mental Retardation; *Sensory Aids

The paper describes ways in which tools, or aids, can promote the interaction of mentally retarded persons with their environment. A classification of these aids is proposed according to psychological characteristics (such as senses, intelligence, knowledge, decision making, and action) as well as types of interaction (such as comprehension, communication, and physical influences). Intellectual aids are discussed in terms of space, time, quality, quantity, causes, and the importance of their accessibility for intellectually handicapped persons. (CL)

events, student responses to materials to generalize instructional information, in-class drill with feedback to selected students. Out of class activity, on a volunteer basis, provided additional instruction, drill on concepts, peer evaluations for competency, and peer drill of content. The results indicated that the mastery learning activity produced higher achievement than non-mastery activity. More time was spent by the students per time value of credit awarded in mastery learning activity. Furthermore, there was a significant relationship between the time spent in preparation for the mastery learning component of the course and performance on the examination. Author/CL)

ED 265 717 EC 181 707

Implementation of Public Law 94-142 as It Relates to Handicapped Delinquents in the District of Columbia. Report to the Ranking Mintoriy Member, Committee on the District of Columbia, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/GGD-86-4

PUB DATE- 17 Oct 85

NOTE- 53p.

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, $3.25 additional copies).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Delinquency; Emotional Disturbances; *Equal Education; *Individualized Education Programs; *Juvenile Courts; Learning Disabilities; Program Evaluation; Secondary Education; Services; Special Education

IDENTIFIERS- *District of Columbia

The report describes an audit by the General Accounting Office (GAO) of services provided under P.L. 94-142, the Education for All Handicapped Children Act, to learning disabled, delinquent, or seriously emotionally disturbed juveniles within the District of Columbia. The movement of a juvenile through the District's Juvenile Justice System is reviewed, followed by a discussion of GAO's data collection on 454 juveniles (173 handicapped and 281 nonhandicapped). Among major study findings considered are that many handicapped delinquents do not receive opportunities for special education, 73% of the individualized education programs do

Symposium on the Initial and In-Service Training of Teachers of Modern Languages (Delphi, Greece, May 23-28, 1983).
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- 85
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Learning; Communicative Competence (Languages); Elementary Secondary Education; *Inservice Teacher Education; International Cooperation; *Language Teachers; Migrant Education; *Modern Languages; *Second Language Learning; Student Needs; *Teacher Education; *Teacher Educator Education; Teaching Methods; Workshops

The proceedings of an international conference on teacher training include an introductory section on background and objectives, opening speeches by Georges Tenekides and Paul Sakellaridis, reports of working groups, conclusions and recommendations, a symposium program, a list of participants, and several presentations. The following are the titles of the main papers: "Presentation of the Council of Europe Project 'Learning and Teaching of Modern Languages for Communication'" (J. L. M. Trim); "Language Learning for Communication: The Needs and Problems of Learners" (J. A. van Ek); "Language Learning for Communication: The Role, Needs and Problems of Teachers" (C. Edelhoff); "Contents and Methodology of Language Teacher Training with Specific Reference to Modern Language Learning by Pupils during Compulsory Schooling" (D. Girard); "Contents and Methodology of Language Teacher Training with Specific Reference to Modern Language Learning by Adults" (R. Scharer); "Contents and Methodology of Language Teacher Training with Specific Reference to Language Learning by Migrants and Their Families" (S. Salin); and "In-Service Workshops for Language Teacher Trainers: National Problems and International Co-operation" (J. L. M. Trim). (MSE)

ED 265 733 FL 015 299

Bennett, Patrick R.; And Others
Gikuyu ni Kioigire: A First Course in Kikuyu. 1: Wirute Gikuyu.
Wisconsin Univ., Madison. African Studies Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 359p.; For volumes 2 and 3 of this course, see FL 015 300-301.

ED 265 748 FL 015 492

Your New Life in the United States. Khmer Edition.
Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
PUB DATE- Apr 81
NOTE- 222p.
LANGUAGE- Cambodian
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Acculturation; Adults; *Cambodians; *Daily Living Skills; *Immigrants; North American Culture; *Orientation Materials; Refugees

An illustrated guide to aspects of life in the United States is presented in Khmer for recent arrivals from Cambodia. The guidelines address such topics as resettlement agencies, community relations and national customs, the U.S. government, local and long distance transport, mail and telephone communication systems, employment practices, the educational system, types of housing, medical care, money and banking, taxation, insurance, consumer education and protection, and the legal and law enforcement systems. A directory of important national, local, and emergency telephone numbers is appended. (RW)

ED 265 749 FL 015 493

Your New Life in the United States. Lao Edition.
Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
PUB DATE- Apr 81
NOTE- 220p.
LANGUAGE- Lao
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Acculturation; Adults; *Daily Living Skills; *Immigrants; *Laotians; North American Culture; *Orientation Materials; Refugees

An illustrated guide to aspects of life in the United States is

University Mid-Level Administrators: Comparisons between Men and
Women on Work Experience, Commitment, and Job Satisfaction.
PUB DATE- Apr 85
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; *College Administration; College Environment; Comparative Analysis; Employment Experience; Females; Higher Education; *Job Satisfaction; Males; *Middle Management; *Sex Differences; *Work Attitudes
IDENTIFIERS- Research Universities; *Women Administrators

Male and female mid-level administrators at a large research university were compared on personal and demographic variables; perceptions of opportunities and job/organizational characteristics; job satisfaction; and degree of commitment to job, institution, and career. A total of 192 male and 38 female administrators participated. While males and females did not differ in their commitment to their position and career, 38.6% of the men indicated that their commitment to the institution was very important, compared to 19.1% of the women. The women administrators indicated that interactions with students were of greater importance to their work commitment than did the men, but they assigned less importance to salary and fringe benefits than did their male colleagues. More satisfied male administrators rated their positions as being high in autonomy, job feedback, and skill variety than did less satisfied administrators. Additional variables that were related significantly to job satisfaction for male administrators were age, the degree to which the organization was cooperative and caring, and salary. The degree of caring and support at the university was also important to women, as were skill variety and opportunities (i.e., the likelihood of finding a similar position at another university within or outside the state). (SW)

ED 265 764 HE 019 007

Dieterich, Dan
The Assessment of Need for Administrative Development on a University

DESCRIPTORS- *Annotated Bibliographies; *Doctoral Dissertations; *Foreign Countries; *Graduate Study; Higher Education; Intellectual Disciplines; *Masters Theses; *Research Projects
IDENTIFIERS- Africa; Asia; Europe; Latin America; Middle East; Pacific Region; South America; *United States

Annotations on 2,948 bibliographies of dissertations, theses, and research completed and in progress for graduate degrees are presented. The bibliographies, produced through 1983 and most of 1984, are specialized and usually subject-oriented and cover current and retrospective research in the United States and throughout the world. The annotations include the following elements: level of work, number of items, years of the study, college(s) or place where the study was conducted, the subject coverage with representative topics, the bibliographic arrangement, and indexes. The bibliographies are presented within the following categories: universal, national (i.e., 42 countries), areas studies, special/racial groups, applied sciences, communications and mass media, education, fine arts, history, home economics, language and literature, law, library and information services, medical sciences, philosophy, psychology, science, social sciences, and theology and religion. An institution index covers works completed within a single university. An index of compilers and contributors and journal titles is also included, along with a subject index including and supplementing subject headings that appear in the body of the work. (SW)

ED 265 778 HE 019 021

Astin, Alexander W.; And Others
The American Freshman: National Norms for Fall 1985.
American Council on Education, Washington, D.C.; Higher Education Research Inst., Inc., Los Angeles, Calif.
PUB DATE- Dec 85
NOTE- 249p.; Statistical tables contain small print.
AVAILABLE FROM- Higher Education Research Institute, Graduate School of Education, University of California, Los Angeles, CA 90024 ($8.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Church Related Colleges; *College Freshmen; Females;

John's Univ., Jamaica, N.Y.
PUB DATE- 84
NOTE- 60p.; Supersedes ED 257 403. Document printed in small type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; Employment Practices; Faculty Promotion; Faculty Workload; Fringe Benefits; Higher Education; Leaves of Absence; *Personnel Policy; *Private Colleges; Reduction in Force; Released Time; Teacher Employment Benefits; Teacher Retirement; Teacher Salaries; Tenure; Unions
IDENTIFIERS- *AAUP Contracts; American Association of University Professors; Personnel Files; Program Discontinuance; *Saint Johns University NY; Union Rights

The collective bargaining agreement between St. John's University, New York, and the university's chapter (650 members) of the American Association of University Professors (AAUP) covering the period 1984-1987 is presented. Items covered in the agreement include: unit recognition, general relationship between the AAUP Faculty Association and the college administration, past practices, academic rank and and qualifications, faculty appointments, academic freedom, tenure and promotion procedures, reduction in force, departmental chairpersons, teaching load and course scheduling, professional librarians and clinical pharmacy faculty, course preparations, aid for St. Vincent's College, reduced teaching load for members of the AAUP Faculty Association's grievance committee, adjunct faculty, academic calendar, intercampus travel, personnel files, program introduction, program reduction or elimination, retention of employment, use of university facilities, ancillary services, salaries, fringe benefits, research leaves, sick leaves, disability leaves, leaves of absence without pay, retirement, grievance/arbitration procedures, nondiscrimination, no-strike no-lockout, and separability. (SW)

ED 265 791 HE 019 034

SEOG Funds. Information on the Distribution of SEOG Funds to Students. GAO Briefing Report to Congressional Requestors.
Comptroller General of the U.S., Washington, D.C.
REPORT NO.- GAO-PEMD-86-01BR
PUB DATE- Nov 85

ED 265 804 HE 019 055

National Health Service Corps Amendments of 1985. Report to Accompany S. 1285. Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-99-107
PUB DATE- 15 Jul 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Dental Students; *Federal Legislation; Graduate Medical Students; Health Services; Higher Education; *Labor Supply; *Public Health Legislation; Public Policy; *Scholarships; *Student Loan Programs
IDENTIFIERS- Congress 99th; *National Health Service Corps Amendments 1985; Senate Bill 1285

A bill to amend provisions of the Public Health Service Act relating to the National Health Service Corps (NHSC) is discussed. The bill extends the authorities for the NHSC field and scholarship programs. Provisions include: a new requirement that the maximum amount of NHSC scholarship not exceed $15,000 for the school year ending in fiscal year 1986, adjusted in subsequent years for tuition increases; greater flexibility in choosing the residency and clinical training programs that 1986 scholarship recipients participate in while deferring their service obligation; a clarification of the authority of the NHSC to maintain its Health Manpower Shortage Area Placement Opportunity List and to restrict obligees under the private practice option to serving in the listed high priority areas; special loans for corps members to enter private practice; a requirement to develop a plan for the recruitment, employment, and retention of personnel for the NHSC; and authorization to provide technical assistance to states in carrying out data collection and public information activities. In addition to the text of the bill and a section-by-section summary, attention is directed to: the need for the legislation, history of the bill, committee views, budget estimate, administration views, and regulatory impact statement. (SW)

ED 265 805 HE 019 056

educational environment. (SW)

ED 265 818 HE 019 073

Academic and Career Advising. Academic Challenges.
California State Univ., Long Beach. Office of the Chancellor.
PUB DATE- 86
NOTE- 44p.; Document printed in colored ink.
AVAILABLE FROM- California State University, Office of the Chancellor, Academic Program Improvement, 400 Golden Shore, Long Beach, CA 90802-4275.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Advising; Academic Persistence; *Career Counseling; College Students; *Faculty Advisers; Faculty Development; Grants; Higher Education; Needs Assessment; Program Administration; Program Evaluation; Rewards; *State Universities
IDENTIFIERS- *California State University

The status of student advisement services in the California State University (CSU) was assessed, and recent improvement efforts were evaluated. A total of 29 grant programs in academic and career advising funded between 1978 and 1981 were covered, along with systemwide workshops, a resource grants program, and dissemination efforts. It was found that advisement services at CSU have become more visible and integrated as a result of the grant competition, and faculty training and career advising were particularly benefited. The projects were successful in developing systemwide models for faculty training, staff development, career advising, and (indirectly) student retention, and in stimulating the production of scores of advising materials and aids. The following recommendations were offered: (1) student academic and career advising should be a campus and faculty responsibility, although other groups play a supportive role; (2) attention should be directed to faculty reward structures for advising, and expanded use of modern information technology for service delivery and analytic planning; and (3) all forms of advising could benefit from greater focus on the technical, political, and resources requirements attending program management. The titles of the grants, the campus, project director, and amount are listed. (SW) and instructional applications are explored through case histories of mature computer-based instructional systems, including TICCIT and PLATO. A discussion of the potential of authoring systems as tools for generating electronic text-based instruction is followed by an outline of perspectives for a systematic/scientific approach to instructional product development. It is suggested that if electronic text systems are to become truly useful resources, the problem of how to integrate the delivery of instructional products with other educational activities that are based on electronic text, must be addressed; such activities would include library data bases, electronic mail, and computer conferencing. A list of references completes the document. (Author/JB)

ED 265 831 IR 011 955

Extending the Human Mind: Computers in Education. Proceedings of the Annual Summer Computer Conference (4th, Eugene, Oregon, August 19-21, 1985).

Oregon Univ., Eugene. Center for Advanced Technology in Education.

PUB DATE- Aug 85

NOTE- 351p.

AVAILABLE FROM- Proceedings, Center for Advanced Technology in Education, 1787 Agate STreet, University of Oregon, Eugene, OR 97403. ($20.00).

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Software; Conference Proceedings; Copyrights; Curriculum Development; Curriculum Enrichment; Educational Administration; Elementary Secondary Education; Instructional Innovation; *Microcomputers; Programing; *Recordkeeping; *Research Needs; Teaching Methods

IDENTIFIERS- *Computer Uses in Education; Software Reviews

Focusing on ways in which Oregon educators have made use of computers, the 47 papers in this proceedings show substantial progress in some areas and point out some unanswered research, instructional, learning, and management questions. The contents are divided into three general areas: Curriculum Applications, Learning and Teaching, and Classroom and School Management. Each major section is further sub-divided into topic areas which contain from one to four papers each: (1) Elementary Education; (2) Language

ED 265 844 IR 011 968

Hofmeister, Alan M.; And Others
Designing Videodisc-Based Courseware for the High School.
PUB DATE- 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; High Schools; Instructional Design; *Instructional Development; Instructional Innovation; *Mathematics Education; *Science Education; Secondary Education; Teaching Methods; Technological Literacy; *Videodisc Recordings; Video Equipment
IDENTIFIERS- *Interactive Video

The purpose of this paper is twofold: (1) to outline the issues involved in designing videodisc-based instruction to meet the needs of the public high school, and (2) to describe the approach being used in one project that is developing videodisc-based courseware for high school math and science instruction. The first of two major sections presents a rationale for interactive videodisc instruction, a description of a four-level classification scheme for instructional videodisc configurations, and a discussion of the educational implications of the different levels. It is pointed out that videodisc-based courseware can be designed to work effectively in both Level 1 and Level 3 delivery systems; this dual approach to courseware development appears particularly suitable for use in public school math and science instruction. The second section summarizes the development of a series of interactive videodiscs, "Core Concepts in Math and Science," including instructional format, development and validation procedures, and observations from the field testing. It is concluded that the combination of interactive videodisc technology, selected instructional design, and mastery learning procedures provided the teacher with a flexible and powerful resource. A list of references is appended. (JB)

ED 265 845 IR 011 969

Griffiths, Jose-Marie; And Others
New Directions in Library and Information Science Education. Final Report. Volume 2.4: Special Librarian Competencies.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 84
NOTE- 219p.; One of 12 volumes supplementing the Final Report on this project (IR 051 371).
CONTRACT- 300-82-0152
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - General (130)
DESCRIPTORS- *Competence; Employment Patterns; *Job Performance; Job Skills; *Librarians; Library Research; *Library Services; Occupational Information; *Special Libraries
IDENTIFIERS- Competency Identification Procedures; Competency Lists

This document contains validated activities and competencies needed by librarians working in a special library. The activities and competencies are organized according to the functions which special librarians perform: acquisitions; cataloging; circulation and user services; collection maintenance; interlibrary loan; management; reference; and serials control. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience). (THC)

ED 265 858 IR 051 376

Griffiths, Jose-Marie; And Others
New Directions in Library and Information Science Education. Final Report. Volume 2.5: Database Producer Professional Competencies.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 84
NOTE- 105p.; One of 12 volumes supplementing the Final Report on this project (IR 051 371).
CONTRACT- 300-82-0152
LANGUAGE- English

learning (thinking-intensive, i.e., nonautomatic operations are mindfully employed). High road learning is seen as the more feasible and promising means to facilitate conceptual learning with computers. The extent to which high road learning occurs depends on the learners' volitional mindfulness, which in turn is partly determined by the materials encountered and by personal, perceptual, and attitudinal factors. It is argued that the opportunity for mapping the computer's attributes on corresponding cognitions often does not take place because learners do not become mindful on their own. The partner-like relationship which the computer can establish with the students can promote mindfulness, but it is the student's choice as to how mindful they will be while interacting with the computer. (Author/THC)

ED 265 873 IR 051 416

Estes, Nolan; Klier, Betje
An International Study of the Impact of New Information Technologies on Curriculum and Institutional Structures.
PUB DATE- 85
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Curriculum Development; Developed Nations; Educational Technology; Foreign Countries; Higher Education; *Information Science; *Instructional Development; International Organizations; National Surveys; Public Schools; School Districts; *Teacher Education; *Technological Advancement; *Technology Transfer
IDENTIFIERS- Organisation for Economic Cooperation Development

Designed to provide information on how educational institutions and government agencies are implementing new information technologies (NITs), this report combines an in-depth case study of 25 U.S. educational institutions (school districts, colleges, and universities) with an international study of exemplary educational programs in nine countries. Aspects addressed in the study include the role of the NITs in the instructional program, in policy structure, in management support services, and in teacher training

articles on librarianship, associations, education, and information resources management (IRM). Articles pertaining to courses, curricula, IRM, library schools, training of library staff (whether in a specific country or a region as a whole), are grouped together in the second category. The final category includes workshops, seminars, reports, and occasional papers on the progress and development of librarianship, including the role of Unesco (United Nations Educational, Scientific, and Cultural Organization). All materials are arranged alphabetically by author within sections. An appendix includes a list of 125 developing countries and the addresses of professional organizations and library schools cited in the resource guide. (THC)

ED 265 887 IR 051 430

Sauerwein, Joan C.; Dalton, Geraldine R.
Standard Reference Data Publications, 1964-1984. NBS Special Publication 708.
National Bureau of Standards (DOC), Gaithersburg, MD. Office of Standard Reference Data.
PUB DATE- Dec 85
NOTE- 147p.; This publication supersedes NBS-SP-612.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Databases; *Government Publications; Indexes; Information Dissemination; Information Retrieval; *Information Systems; National Programs; *Physical Sciences; *Scientific and Technical Information
IDENTIFIERS- *National Standard Reference Data System

The National Standard Reference Data System (NSRDS) coordinates on a national scale the compilation and dissemination of reference data in the physical sciences. The primary aim of the program, which involves the efforts of many groups in universities, government laboratories, and private industry, is to provide compilations of critically evaluated physical and chemical property data. Evaluated databases of physical and chemical properties of substances are available in printed form, on magnetic tapes, and through online computer networks. This document provides a comprehensive list of the products available from the NSRDS for the years 1964-1984. Following an introduction, the document includes

DESCRIPTORS- *Community Colleges; *Databases; Data Collection; *Management Information Systems; Program Development; *Program Evaluation; State Surveys; Two Year Colleges; *Vocational Education

IDENTIFIERS- *Maryland

A series of projects were conducted in Maryland as part of an effort to develop a valid and reliable student database for planning, decision making, and Vocational Education Data System reporting; and a systematic and objective procedure to evaluate the quality of occupational programs in Maryland's community colleges. The projects had three objectives: (1) to conduct statewide studies related to credit enrollment, degree recipients, graduate follow-up, leaver (entrant) follow-up, employer follow-up, discipline cost analysis, the continuing education data system, and program inventory; (2) to run the State Board's Program Data Monitoring System and review each of the career programs by June 15, 1985; and (3) to publish an in-depth evaluation of 50 community college programs and a statewide evaluation of two-year engineering programs by March 15, 1985. The project report provides a brief overview of procedures and results for each of the objectives. In addition, data are presented on the number and percentage of programs evaluated and discontinued between 1978 and 1984 by program area; programs designated for qualitative evaluation in 1985 are listed; and guides for using the Program Data Monitoring System and for using information to support instructional program evaluation are appended. (EJV)

ED 265 901 JC 860 071

Eldersveld, Paul; Baughman, David

Attitudes and Student Perceptions: Their Measure and Relationship to Performance in Elementary Algebra, Intermediate Algebra, College Algebra and Technical Mathematics.

PUB DATE- Apr 84

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Algebra; *College Mathematics; Community Colleges; Self Evaluation (Individuals); *Student Attitudes; Technical Mathematics; Two Year Colleges; *Two Year

PUB DATE- 28 Feb 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; *Outcomes of Education; *Program Effectiveness; *Remedial Mathematics; Remedial Programs; *Remedial Reading; School Holding Power; Two Year Colleges; Two Year College Students

In spring 1985, a study was conducted to evaluate the effectiveness of remedial programs at William Rainey Harper College (WRHC) by following the progress of students after they had taken a remedial course. The sample included 223 students who enrolled in communications courses from 1980 to 1982, 299 students who enrolled in developmental mathematics courses from 1978 to 1982, and 201 students who enrolled in a developmental reading course from 1978 to 1982. An analysis of the academic records of these students through spring 1986 revealed the following: (1) students who earned an A or B in a remedial course had a high probability of success later, those earning a C or D had marginal chances of later success, and those failing had a low probability of success; (2) grades received in remedial reading correlated closely with later grades; (3) persistence was related to grades in developmental reading; (4) well over half (56%-61%) of those who earned an A or B in communications passed at least one English course at the 101 level or above; and (5) a strong relationship existed between grades in developmental math and overall grade point average and persistence. Based on study findings, it is concluded that remedial courses are effective in preparing students to do well in college-level courses. (LAL)

ED 265 915 JC 860 087

Hutchins, Sally, Ed.
ACCT Trustee Quarterly; Volume 9, Numbers 1-4, 1984-1985.
Association of Community Coll. Trustees, Annandale, Va.
PUB DATE- 85
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)

ED 265 928 PS 015 568

Ediger, Marlow
Issues in the Curriculum.
PUB DATE- 83
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Educational Practices; Elementary Education; *Elementary School Curriculum; Teacher Responsibility
IDENTIFIERS- *Curricular Debate; *Educational Issues

Discussed are numerous issues pertaining to the elementary school curriculum, including (1) behaviorally stated objectives; (2) selection of learning activities; (3) the structure of knowledge; (4) handwriting; (5) teaching of spelling; (6) use of basal readers; (7) the initial teaching alphabet; (8) arguments for a national curriculum; (9) teaching of grammar; (10) balance in the mathematics curriculum; (11) inductive versus deductive learning; (12) reality in the social studies; (13) individual versus group work; (14) using standard versus nonstandard English; (15) foreign language in the elementary school; (16) use of specific guidelines by supervisors making observations of classroom teaching; (17) tuition vouchers; (18) accountability; and (19) open-space education. Generally, the discussions point out advantages and disadvantages associated with particular issues and provide a sense of current educational practices in the United States that are related to these issues. (RH)

ED 265 929 PS 015 569

Lee, Marjorie W.
Making Child Development Relevant for All Children: Implications for Teacher Education.
PUB DATE- 15 Nov 85

ED 265 943 PS 015 599

Baker, Betty Ruth
Transition Time: Make It a Learning Time.
PUB DATE- Jun 85
NOTE- 14p.; Paper presented at the Association for Childhood Education International Study Conference (San Antonio, TX, June 18-22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Curriculum Development; *Curriculum Enrichment; *Early Childhood Education; Group Activities; *Learning Activities; *Preschool Children; *Teaching Methods
IDENTIFIERS- *Transition Time

Teacher selection and planning of appropriate transition activities for preschool age children is discussed in this paper. Teachers are encouraged to use transition time to provide an opportunity for imaginative and creative thinking and to avoid tedious waiting and chaos. Transition activities can be used as a teaching technique to prepare children to listen, to relax, to move from place to place and from activity to activity, and to allow opportunity to apply and reinforce learning while others in the group complete a task. Topics covered include the following: criteria for selection of transition activities; suggested transition activities; activities for grouping and moving children; activities for changing learning centers, cleaning up, or completing tasks; relaxation activities; preparation activities for the next activity and listening; and waiting activities. Specific learning activities to be used by preschool teachers are described under each topic. (DST)

ED 265 944 PS 015 600

Diana, Mark S.; Bobbitt, Norma S.
Factors Influencing Parent-Toddler Affiliative Interaction: Implications for Child Care Programming.

Piper, Terry
A Tale of Two Learners.
PUB DATE- 86
NOTE- 43p.; Appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Comprehension; *Educational Environment; English (Second Language); Foreign Countries; *Kindergarten Children; Language Fluency; *Language Proficiency; *Personality; Primary Education; *Second Language Learning
IDENTIFIERS- Accuracy; *Alberta

This paper describes accounts of two kindergarten-aged children learning English as a second language (ESL) to demonstrate that exposure is a necessary but not a sufficient condition for acquiring a second language. The 10-month histories of "L," a quick and highly successful learner, and "M," a less successful, much slower learner, illustrate how proficiency in the native language, the school environment, and personality factors interact in the acquisition of a second language by young children. These three determining factors are discussed in detail. Extensive within-subject and cross-subject comparisons of language comprehension, accuracy, and fluency are made with data obtained from responses to the 21 questions of the Bilingual Syntax Measure, a test sometimes used to assess the English language proficiency of primary school students. It is concluded that the majority of ESL children entering school are neither as proficient at language learning as "L" nor as slow as "M." While the different abilities and different backgrounds ESL students bring to the task of language learning are beyond the teacher's control, teachers can provide a school environment that is supportive, linguistically rich, and that encourages the use of language which serves the functions of basic interpersonal communication. (Author/RH)

ED 265 958 PS 015 619

Barker, Richard
The Farm Experience: Its Importance in a Child's Life.
PUB DATE- 24 Feb 86
NOTE- 13p.; Paper prepared for presentation at a North American Montessori Teachers Association Educational Regional Conference

ED 265 971 PS 015 640

Hamlin, Barbara B.
Make More Time for Laughter in a Preschool Setting.
PUB DATE- Sep 85
NOTE- 100p.; Practicum Report, Nova University. Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Childhood Needs; Comedy; Creativity; *Curriculum Development; Educational Environment; *Humor; Lesson Plans; Personality Traits; *Preschool Children; Preschool Education; *Program Development; *Stress Management
IDENTIFIERS- *Laughter

Based on the idea that laughter and humor are basic components of a healthy childhood, this practicum paper emphasizes the concern that preschool programs have become too academic and are creating stress for children. Similarly, adults in preschool settings, pressured by parents and public school academic expectations, have become too serious in their work with children. The goals of the practicum were to create, plan, implement, and evaluate a program that would unite parents, children, and staff in a serious effort to find ways to initiate humor and laughter into the preschool educational experience. Components of the practicum included developing a preschool environment that was more conducive to laughter, giving chidren more flexibility in a less teacher-controlled classroom, helping teachers to be sensitive to humor, encouraging parents to find ways to extend childhood through play and laughter, developing a file of humorous incidents, and developing a list of appropriate children's books that stimulate laughter. Results indicate that (1) the implementation of the program brought a lively environment into the preschool setting; (2) staff members and parents were helped to understand children's humor; (3) young and old were encouraged to use laughter with preschool children; and (4) staff and parents became aware of the age differences in children's humor responses. Following conclusions and recommendations given at the close of the paper, extensive appendices provide sample evaluation instruments, outlines for parent/staff seminars, and a children's book list. (Author/DST)

Organization; *School Size; *Self Determination; *Small Schools; *State School District Relationship
IDENTIFIERS- *Illinois

Conclusions reached by the Illinois State Board of Education Study, released in May 1985, that small schools are inferior and inefficient, that Illinois has too many schools, and that over half its schools should be closed seem to be an educational step backward. Without linking the two concepts, the study implies that school consolidation will result in streamlined state aid formulation and this improved distribution of money will assure educational quality. Research data do not prove that small schools are inferior and cannot link student performance to school enrollment. Because both large and small schools have strengths and weaknesses, with neither having clear advantages, the issue of school reorganization should not be an arbitrary bureaucratic decision but should begin on the local level where choice of school size can depend on what parents value in life. The School District Report Card, required by the 1985 Educational Reform Package, will establish a uniform database that can be used for school district evaluation and formulation of statewide standards to assess performance of both large and small schools. As long as the district, regardless of size, is meeting the set criteria, it should be unlawful to reorganize that district either by direct mandate or through imposed state funding restrictions. (NEC)

ED 265 986 RC 015 589

Hollinger, Judith A., Ed.
Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens.
Kansas State Dept. on Aging, Topeka.
PUB DATE- Sep 84
NOTE- 64p.; For the Spanish version, see RC 015 590.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Civil Rights; Consumer Protection; *Eligibility; Estate Planning; *Federal Programs; *Financial Support; Health Programs; Housing; Legal Aid; *Older Adults; Program Descriptions; *Retirement Benefits; *State Programs; Taxes
IDENTIFIERS- *Kansas

This booklet is intended to inform (not advise) older Kansans about

ED 266 000 RC 015 622

Pepper, Floy C.
Effective Practices in Indian Education. Teacher's Monograph.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 382p.; For related documents, see RC 015 623-624.
AVAILABLE FROM- Office of Marketing, Northwest Regional Educational Laboratory, 300 S.W. Sixth Ave., Portland, OR 97204
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Education; Classroom Communication; Classroom Environment; *Classroom Techniques; Cultural Differences; Cultural Influences; Educational Strategies; Elementary Education; *Instructional Design; *Parent Participation; Parent School Relationship; *Teacher Effectiveness; *Teacher Student Relationship; Time Management
IDENTIFIERS- *Effective Classroom Management (Elementary); Effective Schools Research

Based on a humanistic approach and on national effective schooling research findings translated into practices that were tested in actual school settings, the monograph provides elementary teachers of Indian students with techniques and information on how to deal effectively with specific situations common to Indian education. In a "how to" format, the monograph identifies situations/issues as a statement or question and then outlines applicable main ideas, specific techniques, and information. Each section concludes with a list of points to remember and a list of references. Part 1 deals with issues concerning how culture affects the Indian family and the Indian child's education. Part 2 focuses on creating environments that encourage productive Indian student behavior, emphasizing that effective classroom discipline is based on understanding the needs and goals of both the teacher and the Indian learner. Part 3 encompasses the wide range of instructional skills used to maintain an Indian student's involvement in instructional activities by first stimulating, then maintaining, student interest. Part 4 addresses daily planning and use of class time. Part 5 recognizes parents as partners with teachers and gives ideas for building cooperation between home and school. (NEC)

Quality; *Water Resources
IDENTIFIERS- UNICEF

Suggestions for communication activities in developing new and ongoing water programs are offered in this handbook. It is one in a series of UNICEF publications that aim to inform a variety of audiences on life quality concerns. Specific objectives in this guide focus on providing information and education in the use, transportation, storage, and processing of water. Topic areas which address water quality needs include: (1) the concept of safe water (discussing the meanings given to the categories of clean and unclean water and the importance of understanding theories of disease transmission); (2) audience identification and analysis (identifying the types of water that are of interest to different community groups and suggesting ways of improving water supply and sanitation); and (3) audiences outside the community (emphasizing the need for co-operation and assistance from engineers, technicians, and business people). A color coded, fold-out data checklist for program planning (listing the types of required data and indicating the implications of program design) conclude the document. (ML)

ED 266 015 SE 046 397

Coral Taxonomy. Results and Recommendations of a Regional Unesco (COMAR)/UNEP Workshop with Advanced Training (Phuket Marine Biological Centre, Thailand, February 10-26, 1984). Unesco Reports in Marine Science No. 33.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

PUB DATE- 85
NOTE- 53p.
AVAILABLE FROM- Marine Information Centre, Div. of Marine Sciences, Unesco, 7, place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Classification; *College Science; Course Descriptions; Course Objectives; Higher Education; *Marine Biology; Oceanography; Science Education; *Workshops
IDENTIFIERS- *Corals; Thailand

This document reports on a workshop on coral species present in Thailand and on the status of coral taxonomy in central

demand for bachelor's and master's degree level engineers; and industry funding of science oriented projects. (JN)

ED 266 029 SE 046 412

The Role of the Research Museums. Science Policy Study--Hearings Volume 2. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 17, 1985). No. 56.
Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
PUB DATE- 86
NOTE- 177p.; Several pages containing small and light type may not reproduce well. For other volumes in this series, see SE 046 411, SE 046 413, and SE 046 419-420.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Exhibits; Hearings; Higher Education; *Institutional Role; *Museums; *Science Education; Sciences; *Scientific Research
IDENTIFIERS- Congress 99th; *Science Policy

Various issues related to the role of scientific research at American museums were addressed during these hearings. The hearings include the testimony and prepared statement of Robert McCormick Adams (Secretary, Smithsonian Institution) and questions and answers for the record. These questions focus on such areas as the extent to which museums have dual responsibilities for research and public education, how non-university institutions handle the financial burdens of housing and maintaining newly acquired collections, and how achievements of natural history museums contribute to the public good. Also included is a panel discussion and prepared statements by the panelists representing the Associated Natural Science Institutions: Thomas Peter Bennett; Thomas D. Nicholson; George M. Davis; John E. McCosker; and John W. Fitzpatrick. Appended materials included a science policy report of the American Museum of Natural History and descriptions of the Associated Natural Science Institutions (The Academy of Natural Sciences of Philadelphia, Field Museum of Natural History, The Natural History Museum of Los Angeles County, American Museum of Natural History, and The California Academy of Sciences). (JN)

ED 266 044 SE 046 445

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (59th, San Francisco, California, March 28-31, 1986).
National Association for Research in Science Teaching.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
PUB DATE- Mar 86
NOTE- 193p.
AVAILABLE FROM- SMEAC Information Reference Center (SMEAC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.75).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Concept Formation; *Curriculum Development; Elementary Secondary Education; Higher Education; Research Methodology; *Science Curriculum; *Science Education; *Science Instruction; Sex Differences; *Teacher Education
IDENTIFIERS- Misconceptions; *Science Education Research

Abstracts of most of the papers, symposia, and poster sessions presented at the 59th conference of the National Association for Research in Science Teaching (NARST) are provided. Subject areas addressed include: instructional practices in secondary school science; research on computers in science learning; teacher's professional knowledge and conceptual changes in students; factors influencing student science achievement; contexts of science learning; research on classroom and school environment; student attitudes; secondary science teacher education; computer applications; assessments (of test material); the Second International Science Study; process-product studies in middle school science classes; logical thinking in science; alternatives in science education; developments in style and purpose of research on the learning of science; science process skills; computer oriented programs; undergraduate science education; administration of science programs (a policy perspective); meta-analysis of research on the effectiveness of "new" science curricula; cognitive development; student concepts in science; teachers' perceptions and interests; science and writing (linking research with classroom models); issues related to sex differences; science textbooks; preservice science teacher education; science education in non-traditional settings; science teacher education program evaluation; students' misconceptions; college science teaching;

that none of the artists were Nebraskans, eventual acceptance in the various communities involved suggests a number of things about the elements of a "hidden curriculum" in these small Midwestern towns. Part of a three-year study of the role of the arts in smaller towns, the Nebraska project is described in seven sections. The first, "History of Nebraska I-80 Bicentennial Project," precedes background information on the study and a description of the project's logistics. Information on the sculpture titles, locations, and artists' homes is followed by short summaries of conversations with local residents--art instructors, chamber of commerce members, shop owners, gallary directors and others--recorded in notes and/or audiotapes in seven communities. Observations of the hidden arts curriculum and principles upon which a conceptual framework of the public arts curricula can be constructed are examined in the next section. Conclusions in the final section suggest reasons for the project's success and elements of a "hidden arts curriculum" in small Midwestern towns. (LH)

ED 266 058 SO 016 887

Paul, Richard W.
Critical Thinking and Educational Reform; The Emerging Revolution.
PUB DATE- Aug 84
NOTE- 23p.; Paper presented at the Harvard International Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Controversial Issues (Course Content); *Critical Thinking; Educational History; *Educational Needs; Elementary Secondary Education; Intellectual History; Interdisciplinary Approach; Public Education; *Social Studies
IDENTIFIERS- Ideology

This examination of deep-seated structural problems facing public education today is built on the premise that a new beginning is needed in which education focuses on critical thinking or "rational learning." Such a focus presupposes that students and teachers master the critical-analytical vocabulary of the English language in dialogical settings and become sensitized to the problems and pitfalls of uncritical, or "irrational learning." The call for a reconceptualization of the role of education for both student and legitimation of Western notions of sex-role divisions of labor which are not necessarily practiced in the Third World. The present study suggests that when the reproduction argument is extended to the Third World, the schools, as former colonial institutions, may not simply reproduce inequalities within that particular society but may also transmit a new set of sex-role divisions of labor. Togolese schools transmit images of women as unproductive housewives and mothers. These roles are incongruent with Togolese society and labor force participation patterns. This study further reinforces existing arguments that Third World schools may intervene to reverse the effects of modernization on women's declining status. The study suggests that even Third World schools with gender-biased informal curricula can be used by girls to obtain upward social mobility. The study concludes that, in the case of Lome Secondary School, the informal curriculum reproduced a significant pattern of sex-role differentiation even though the school outwardly reflected uniformity and equality. A uniform curriculum and open access policy do not necessarily eliminate discrimination. (LP)

ED 266 071 SO 016 921

Kelly, Gail P.
"When I Become a Fonctionnaire": School Knowledge in French Colonial Africa, 1918-1938. Occasional Papers Series, Number 11.
State Univ. of New York, Buffalo. Comparative Education Center.
PUB DATE- Jan 84
NOTE- 84p.; For other occasional papers, see SO 016 920-923.
AVAILABLE FROM- Publications Department, Comparative Education Center, 428 Baldy Hall, State University of New York, Buffalo, NY 14260 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission (School); Admission Criteria; *African History; Colonialism; Comparative Education; Curriculum Design; Curriculum Research; Developing Nations; *Educational Environment; *Educational Experience; Educational History; Educational Research; Elementary Secondary Education; Enrollment; School Organization; School Policy; Student Attitudes; Teacher Qualifications; Textbook Content; Textbook Research
IDENTIFIERS- *Africa (West)

One of a series of papers on comparative education, this report

Approach; International Cooperation; International Relations; Models; Planning; Public Policy; *Unemployment; Values
IDENTIFIERS- Ideology

Creative actions toward preventing global unemployment seek to (1) uncover the painful realities of joblessness, (2) design better models for fruitful discourse and action, (3) climb the "commanding policy heights" of moral vision, (4) move from autocratic to democratic corporatism, (5) uncover the kind of information that may hold power holders more accountable, and (6) promote global dialogue on the hidden crisis of unemployment. Possible actions along these lines include confronting the "ostriches" who shun full employment commitments, hide un- and under-employment, and dodge the sources of bank crisis. Multidimensional models that build upon the best in different systems, practices, idealogies, and faiths and the development of a moral vision that weaves the highest human values together with the strands of specific micro- and macro-politics can provide a constructive approach to the unemployement challenge. Included in this morality is a commitment to designing future policies to bolster economic and political rights for everyone and to bringing about "power democratization"--the organization of the weak to counter overcentralization and breathe more life into the structure and procedures of constitutional democracy. Democratic corporatism, stronger transnational labor movements, and political leaders for economic rights are needed. Moreover, overall democratic planning for fuller employment requires a research program based on continuous improvement in concepts, definitions, collectives, analysis, and distribution of quantitative and qualitative data. Finally, countries dealing with the unemployment crisis should consider "people-to-people planning forums" legislation and a United Nations full employment-technology conference. (LH)

ED 266 085 SO 016 957

Lazzari, Marcie
Title IX Gender Equity Profile, 1984-85. Boulder Valley School District.
Boulder Valley School District RE-2, Boulder, Colo.
PUB DATE- Aug 85
NOTE- 116p.; Project assistance provided by the Colorado Department of Education, Sex Equity Program.
AVAILABLE FROM- Boulder Valley Public Schools, 6500 E. Arapahoe, Boulder, CO 80302.

ED 265 700 EC 181 390

Matsdorf, Eva
The Effects of Integrated Settings vs. Segregated Settings on the Adaptive Behavior of Mentally Retarded Children: A Review of the Literature.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Elementary Secondary Education; *Interpersonal Competence; *Mainstreaming; *Mental Retardation; Peer Relationship; *Student Placement

The paper reviews literature on placement of mentally retarded students and the effects on adaptive behavior. Research cites the importance of social skills, intervention to benefit from integrated placement and touches upon the role of nonhandicapped peer trainers. Among findings noted are an increase in constructive peer interactions resulting from mainstreamed placements, imitation of modeled behavior by severely retarded children in mainstreamed settings, and increases in positive social interaction along with decreases in inappropriate behavior. The paper concludes that such benefits tend to be the result of using age appropriate nonhandciapped peer models. A three-page bibliography concludes the paper. (CL)

ED 265 701 EC 181 391

Melnick, Curtis C., Ed.
5 A's Dean's Grant Second Year Monograph. 1980-82.
Roosevelt Univ., Chicago, Ill. Coll. of Education.
PUB DATE- Jul 82
NOTE- 149p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- Counselor Role; *Disabilities; Games; Learning Disabilities; *Mainstreaming; Peer Acceptance; Preservice Teacher Education; Special Education; Staff Role; *Teacher Education; *Teacher Educator Education; *Teacher Educators

not meet all P.L. 94-142 requirements, and most handicapped delinquents in Youth Services Administration custody do not receive special education. Additional problems were found regarding teacher certification, testing issues, and public schools' monitoring. Recommendations are offered regarding actions by the Board of Education, the Mayor, the D.C. Superior Court, and the Secretary of the U.S. Department of Education. (CL)

ED 265 718 EC 181 708

Physical Education for the Handicapped.
Dependents Schools (DOD), Washington, D.C.; University of South Florida, Tampa. Dept. of Physical Education.
REPORT NO.- DS-2750.3
PUB DATE- Sep 85
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adapted Physical Education; *Disabilities; Elementary Secondary Education; Games; *Individualized Education Programs; Legislation; *Physical Education; Special Education; *Teaching Methods
IDENTIFIERS- *Dependents Schools

Intended for elementary and secondary teachers, the guide provides information on teaching physical education to handicapped students in the Department of Defense Schools (DoDDS). The following topics are addressed in eight separate chapters: (1) laws and regulations governing provision of physical education for handicapped students; (2) definitions of special education, physical education, and adapted physical education program areas in DoDDS; (3) the special education process; (4) assessment; (5) the Individual Education Program; (6) program implementation; (7) teaching techniques (general suggestions as well as approaches for students with specific handicapping conditions); and (8) the role of the physical education instructor in the special education process. Appendixes comprising more than half the document include screening observation forms, a list of assessment instruments, referral forms, and information on games and equipment. (CL)

GRANT- G008201052
AVAILABLE FROM- African Studies Center, University of Wisconsin-Madison, 1454 Van Hise Hall, 1220 Linden Dr., Madison, WI 53706 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bantu Languages; *Conversational Language Courses; Course Descriptions; Educational Objectives; Foreign Countries; *Form Classes (Languages); *Grammar; Higher Education; Introductory Courses; Language Proficiency; Orthographic Symbols; *Pattern Drills (Language); *Phonology; Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- Kenya; *Kikuyu

The first in a series of three volumes comprising a college-level course in Kikuyu, a Bantu language, this document contains the outline for a full-length course whose objective is to provide oral mastery of grammatical principles necessary for more than survival-level proficiency. The 20 units are organized into grammatical categories. Each unit includes a series of statements introducing the topics to be covered in the unit, 5 to 10 taped drills with full instructions and an example, and a set of assignment exercises to provide additional practice in manipulating the structures covered. The course is designed to be combined with a shorter, companion course, "Aria-i na Aagikuyu" (volume 2 in this series). (MSE)

ED 265 734 FL 015 300

Bennett, Patrick R.; And Others
Gikuyu ni Kioigire: A First Course in Kikuyu. 2: Aria-i na Aagikuyu: An Introduction to Kikuyu Conversation.
Wisconsin Univ., Madison. African Studies Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 331p.; For volumes 1 and 3 of this course, see respectively FL 015 299 and FL 015 301.
GRANT- G008201052
AVAILABLE FROM- African Studies Center, University of Wisconsin-Madison, 1454 Van Hise Hall, 1220 Linden Dr., Madison, WI

presented in Lao for recent Laotian arrivals. The guidelines address such topics as resettlement agencies, community relations and national customs, the U.S. government, local and long distance transport, mail and telephone communication systems, employment practices, the educational system, types of housing, medical care, money and banking, taxation, insurance, consumer education and protection, and the legal and law enforcement systems. A directory of important national, local, and emergency telephone numbers is appended. (RW)

ED 265 750 FL 015 494

Your New Life in the United States. Hmong Edition.
Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
PUB DATE- Apr 81
NOTE- 221p.
LANGUAGE- Hmong
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Acculturation; Adults; *Daily Living Skills; *Immigrants; North American Culture; *Orientation Materials; Refugees
IDENTIFIERS- *Hmong People

An illustrated guide to aspects of life in the United States is presented in Hmong for recent arrivals. The guidelines address such topics as resettlement agencies, community relations and national customs, the U.S. government, local and long distance transport, mail and telephone communication systems, employment practices, the educational system, types of housing, medical care, money and banking, taxation, insurance, consumer education and protection, and the legal and law enforcement systems. A directory of important national, local, and emergency telephone numbers is appended. (RW)

ED 265 751 FL 015 495

Campus: A Report.
PUB DATE- 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *College Administration; Higher Education; Information Needs; Interpersonal Competence; Job Skills; Knowledge Level; Language Skills; Leadership Training; *Management Development; *Needs Assessment; *Professional Continuing Education; Questionnaires; *Skill Development; Supervisory Training
IDENTIFIERS- *University of Wisconsin Stevens Point

Professional development needs of administrators at the University of Wisconsin-Stevens Point (UWSP) were assessed. A survey was administered to determine topics that administrators needed to know, how knowledgeable they were on these topics, and topics they wanted to learn more about to improve their administrative performance. Of 134 administrators, 103 rated 89 topics and identified the college or division in which they worked. The respondents felt they would benefit from administrative development in eight areas: leadership skills, listening, reading quickly and with good comprehension, writing effectively, delegating effectively, interpersonal skills, administrative roles, and stress management. This information was derived by caculating need scores, knowledge scores, and importance scores. The 23 most important topics and the 23 topics of greatest need are listed in rank order. Mean importance, knowledge, and need scores are indicated for specific activities in the following areas: writing, speaking, listening, reading, interpersonal skills, self-development, meetings management, education techniques, time management, stress management, budgeting, leadership, motivation, career counseling, delegation, staffing, productivity, conflict counseling, team building, decision-making/problem-solving, objectives, and administrative role. The questionnaire is appended. (SW)

ED 265 765 HE 019 008

Karadima, Oscar
Faculty Activity Analysis in the Universidad Tecnica Del Estado Campuses.
Santiago Univ. (Chile).
PUB DATE- Jan 86

Full Time Students; Grade Point Average; Higher Education; Males; *National Norms; National Surveys; Occupational Aspiration; Political Attitudes; Private Colleges; Questionnaires; Social Attitudes; State Colleges; *Student Attitudes; *Student Characteristics; Student Financial Aid; Two Year Colleges; Values
IDENTIFIERS- *Cooperative Institutional Research Program

National normative data on characteristics of students entering college as first-time, full-time freshmen are presented, based on results of the fall 1985 Cooperative Research Program survey. The data are weighted to represent the population of freshmen. Extensive statistical data are reported separately for women and men, and for 37 institutional groupings, based on the school's enrollment size, degree of selectivity, control, level, religious affiliation, and racial composition. The survey results revealed that students continue to support liberal positions on a number of key political and social issues. There is a continuing decline of freshman interest in traditional liberal arts majors, particularly the sciences. Significant increases occurred in the proportion of entering students participating in campus-funded aid and scholarship programs, but little change in the proportion of freshmen participating in federal grant and loan programs. Included are: a brief narrative summary of the results, information on the research methodology, the 1985 Student Information Form, a specification of region categories and the coding scheme, a list of participating institutions, and a sample survey report provided to a participating institution. (SW)

ED 265 779 HE 019 022

Conrad, Clifton F., Ed.
ASHE Reader on Academic Programs in Colleges and Universities.
Association for the Study of Higher Education.
REPORT NO.- ISBN-0-536-04982-3
PUB DATE- 85
NOTE- 393p.
AVAILABLE FROM- Ginn Press, 191 Spring Street, Lexington, MA 02173 ($18.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)

NOTE- 48p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (First five copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Colleges; *College Students; *Dependents; Family Income; *Federal Aid; Higher Education; Private Colleges; Proprietary Schools; *Resource Allocation; *Self Supporting Students; State Colleges; *Student Financial Aid
IDENTIFIERS- *Supplemental Educational Opportunity Grants

The distribution of Supplemental Educational Opportunity Grant (SEOG) funds was investigated by the General Accounting Office. The SEOG program is a campus-based aid program that provides money to schools, which then distribute it to students. Attention was directed to the following concerns: the kinds of schools that receive SEOG funds, the family income of students receiving SEOG funds, the distribution of SEOG funds to different categories of institutions, and whether SEOG funds are going to students who receive Pell grants. The chief finding concerns the distribution of SEOG funds for dependent and independent students from different income categories. For dependent students (the larger group), the data show that in 1983-1984, the funds did not appear to be concentrated on students from lower income categories. SEOG dollars were awarded to students in all income categories, from the highest ($25,000 or more) to the lowest ($14,999 or less). This overall pattern held for all four groups of schools examined (private, public, private historically black, and proprietary), although in varying degrees. For independent students, SEOG recipients from all four groups of schools were concentrated in the lower income categories. Technical information on the sample and research methods is included. (SW)

ED 265 792 HE 019 035

Bjorklund, Eskil
The Research on Higher Education Program: An Overview. Swedish Research on Higher Education, 1985:8.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
PUB DATE- 27 Nov 85
NOTE- 45p.

University Benefits Survey. Part I (All Benefits Excluding Pensions).
University of Western Ontario, London.
SPONS. AGENCY- Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.
REPORT NO.- ISBN-0-88799-204-8
PUB DATE- Dec 85
NOTE- 159p.; For Part II (Pensions), see HE 019 057.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Foreign Countries; *Fringe Benefits; Health Insurance; Higher Education; *Insurance; Leaves of Absence; Program Administration; Retirement Benefits; Sabbatical Leaves; School Personnel; *Teacher Employment Benefits
IDENTIFIERS- *Ontario

Results of a 1985 survey of benefits, excluding pensions, for 17 Ontario, Canada, universities are presented. Information is provided on the following areas: whether the university self-administers insurance plans, communication of information on benefits, proposed changes in benefits, provision of accidental death and dismemberment insurance, maternity leave policy, Ontario health insurance, supplemental health insurance, long-term disability, sick leave, benefits continuance during sick leave and long-term disability, life insurance, survivor benefits, dental plans, postretirement benefits, vacation entitlement, sabbatical leave policies, housing loan (mortgage) policies, free tuition policies, parking policies, access to athletic facilities, and daycare facilities. The following universities are covered: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. (SW)

ED 265 806 HE 019 057

University Benefits Survey. Part II (Pensions).

ED 265 819 HE 019 074

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. (New York, NY).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 13 May 85

NOTE- 158p.; Document contains small print. Serial No. 99-33.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *College Students; Educational Legislation; *Federal Aid; *Federal Legislation; Financial Needs; Hearings; *Higher Education; *Student Costs; *Student Financial Aid

IDENTIFIERS- Guaranteed Student Loan Program; *Higher Education Act 1965; Pell Grant Program; Supplemental Educational Opportunity Grants

Issues concerning the reauthorization of the Higher Education Act of 1965 are voiced by representatives from various states, based on hearings held in New York City. It is recommended that the Pell Grant Program continue to be the cornerstone program of federal financial aid to postsecondary students. A large percentage of Pell grant recipients are minorities and women. Students at the City University of New York (CUNY) receive more Pell Grant dollars per student than any other postsecondary education institution, and more Black and Hispanic seniors receive Supplemental Educational Opportunity Grants than White students. CUNY's University Student Senate feels it would be unwise to increase funding for the Work Study Program at the expense of other aid programs. One-third of the students attending California State University depend on scholarships, grants, loans, and work to attend college. Of 91,000 financial aid recipients, 45,000 depend on Pell Grants and 43,000 rely on the Guaranteed Student Loan Program. Testimony from a Barnard College student addresses the proposed $8,000 ceiling on financial aid and notes that the average amount required to attend private colleges is estimated at $11,600 for 1986. Views of representatives from additional states and institutions are included. (SW)

Arts; (3) Mathematics; (4) Science; (5) Social Studies; (6) Business; (7) Art; (8) Music; (9) Health; (10) Programming; (11) Instructional Design; (12) Problem Solving; (13) Special Education; (14) Computer Networking; (15) Library and Information Systems; (16) Classroom Management; (17) Legal Implications; (18) Computer Coordination; (19) Hardware/Software Purchasing; and (20) Computer Support of School Management. An author index is provided. (JB)

ED 265 832 IR 011 956

Yahnke, Robert E.
The Great Circle of Life. A Resource Guide to Humanistic Films on Aging.
PUB DATE- 85
NOTE- 365p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; *Aging (Individuals); Attitudes; Elementary Secondary Education; Emotional Response; Filmographies; *Films; Gerontology; Grief; Higher Education; *Humanistic Education; *Human Relations; *Individual Needs; Interpersonal Relationship; Older Adults; Stereotypes

Designed as a comprehensive resource guide for educators, health-care professionals, and media librarians, this document contains information on 45 aging-related films which are humanistic in nature, i.e., films which recreate an individual's experience at a specific time and in a particular setting. The text is divided into five chapters, each focusing on a different aspect of aging: Symbolic Statements, Portraits of Aging, Intergenerational Relationships, Responses to Loss, and Life Review. Specific information given for each film includes: (1) a brief introduction which serves to orient users to the story and the filmmaker's style; (2) previewing notes and activities to prepare audiences for the film; (3) a detailed, but concise, summary; (4) a set of discussion questions; and (5) a sample worksheet for use in a particular class or program. After the major films are covered in each chapter, two charts are presented which relate to programming concerns: (1) Recommended Audiences, which is designed to help users select a representative sample of films on a particular topic or subject area suitable for a specific age group, i.e., pre-school through adult; and (2) Recommended Subject Areas, which identifies more than 20 subject areas and indicates which films include

Gay, Geraldine
Interaction of Learner Control and Prior Conceptual Understanding in Computer-Assisted Video Instruction.
PUB DATE- Apr 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Aptitude Treatment Interaction; Biology; *Computer Assisted Instruction; Concept Formation; Epistemology; Higher Education; Hypothesis Testing; *Individual Differences; *Individualized Instruction; Intermode Differences; Science Instruction; Tables (Data); *Time Factors (Learning); *Video Equipment; Videotex
IDENTIFIERS- *Instructional Effectiveness; *Learner Control

The purpose of this study was to examine how learners with different levels of prior understanding of a topic interact and learn from computer-assisted video instruction systems when they have control of content, sequence, pace, and mode of instruction. Based on pretest scores, 80 subjects were randomly selected, half with low prior conceptual understanding, and half with high prior conceptual understanding. Half of the subjects from each group were randomly assigned to a program vs. learner control treatment which consisted of computer-assisted video instruction modules on protein synthesis. A 2X2 analysis of variance was conducted on posttest scores and time on task, followed by a regression analysis to assess the relationship of other independent variables with posttest scores and time on task. In the learner control condition, subjects with high prior conceptual understanding in the subject area made significantly better use of control options and their time than did subjects with low prior conceptual understanding. In the program control condition, there were no significant posttest score differences, but there were significant time on task differences between subjects with low prior conceptual understanding and high prior conceptual understanding. Low prior conceptual understanding subjects had significantly higher posttest scores in the program control condition than in the learner control condition; however, there were no significant differences in time on tasks between conditions. Finally, high prior conceptual understanding subjects performed equally well in both program control and learner control conditions. A three-page list of references and several tables/figures complete the document. (Author/JB)

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - General (130)
DESCRIPTORS- *Competence; *Databases; Employment Patterns; Information Processing; *Information Scientists; Information Services; *Job Performance; Job Skills; Library Research; Occupational Information
IDENTIFIERS- Competency Identification Procedures; Competency Lists; *Database Producers; Information Industry

This document contains validated activities and competencies needed by librarians working in a database producer organization. The activities and competencies are organized according to the functions which these librarians perform: acquisitions; thesaurus development and control; indexing/abstracting; and publications and product management. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience). (THC)

ED 265 859 IR 051 377

Griffiths, Jose-Marie; And Others
New Directions in Library and Information Science Education. Final Report. Volume 2.6: Database Distributor/Service Professional Competencies.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 84
NOTE- 24p.; One of 12 volumes supplementing the Final Report on this project (IR 051 371).
CONTRACT- 300-82-0152
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - General (130)
DESCRIPTORS- *Competence; *Databases; Employment Patterns; *Information Scientists; *Job Performance; Job Skills; Library Research; *Library Services; Occupational Information
IDENTIFIERS- Competency Identification Procedures; Competency Lists; Information Industry; *Vendors

This document contains validated activities and competencies needed and teaching functions. Information for the U.S. study was gathered through a lengthy questionnaire and comprehensive telephone and/or site visit interviews. Subsequent to the U.S. study, a similar study analyzed trends in curricula and institutional structures in Australia, Belgium, Canada, Denmark, Japan, New Zealand, the Netherlands, Turkey, and the United Kingdom. Concluding that the impact of the NITs on education has been powerful but is as yet inchoate and undefinable, the paper concludes with a discussion of the implications of the changes observed for future use of these technologies in education and some recommendations for research. (THC)

ED 265 874 IR 051 417

Dew, Stephen H.
Library Resources: A Self-Paced Workbook for the University of Arkansas Libraries. Revised .
Arkansas Univ., Fayetteville. Mullins Library.
PUB DATE- Nov 84
NOTE- 75p.; The idea and format for this workbook were adapted with permission from Library Resources: A Self-Paced Workbook, by Beverly Renford (ED 163 956).
AVAILABLE FROM- University of Arkansas Libraries, University of Arkansas, Fayetteville, AR 72701 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Freshmen; College Libraries; *Higher Education; Library Facilities; *Library Instruction; *Library Materials; Library Services; *Library Skills; Workbooks
IDENTIFIERS- *University of Arkansas

Successful completion of this self-paced library workbook is a course requirement of all second semester freshman English students at the University of Arkansas. The workbook contains 18 chapters. A brief introduction and instructions for using the workbook precede the library tour in Chapter 1, and the remaining 17 chapters discuses specific library resources or services. Each chapter includes an introduction explaining the material covered and is accompanied by a set of questions peculiar to each individual workbook. Subjects covered by the workbook include: (1) author and title approaches to the card catalog; (2) subject approach to the card catalog; (3) Library of Congress Classification; (4) locating the following sections: Journal of Physical and Chemical Reference Data (Reprints, Supplements, Reprint Packages); Other NSRDS Data Publications; Critical Bibliographies and Indexes (the National Bureau of Standards Series and other publishers); Computer Programs for Handling Technical Data; and the NBS (National Bureau of Standards) Magnetic Tape Series. Indexes to authors, properties, and material classes are given, as well as information on ordering publications and current prices. (THC)

ED 265 888 IR 051 431

Borgman, Christine L.
End User Behavior on the Ohio State University Libraries' Online Catalog: A Computer Monitoring Study. Research Report.
OCLC Online Computer Library Center, Inc., Dublin, Ohio.
REPORT NO.- OCLC/OPR/RR-83/7
PUB DATE- 31 Aug 83
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; *Information Retrieval; *Library Catalogs; Library Research; *Online Searching; Online Systems; Search Strategies; Use Studies
IDENTIFIERS- *End Users; Ohio State University; *Online Catalogs

This report describes a computer-monitoring study of users of the Ohio State University Libraries' online catalog, an established and heavily used information retrieval system. Designed for end users, online library catalogs require little or no formal training, and often replace an existing manual system. Data were gathered unobtrusively by monitoring all transactions from 45 terminals on 5 of the Ohio State University campus libraries. The terminals were monitored online for 3 weeks in each of the winter, spring, and autumn terms and 2 weeks of the summer term 1981, and observation data were used to define user sessions. The study characterizes user behavior in terms of types of searches done, patterns of use, time spent on searching, errors, and system problems. Preliminary results suggest that users have much shorter sessions on online-catalog systems than on other types of retrieval systems. Patterns of use vary between campus libraries, academic quarters, and between short and long sessions. Results of the study will be applied to improving the user interface and other system features.

College Students

A study was conducted at a large suburban community college in Northern Illinois to examine the nature of the relationship between student self-perception/attitude variables and final course grades in four levels of mathematics: elementary algebra, intermediate algebra, college algebra, and technical mathematics. Findings, based on data obtained from 89 elementary algebra students, 70 intermediate algebra students, 83 college algebra students, and 67 technical mathematics students, included the following: (1) 65% of the students had previously taken a similar course; (2) 55% indicated a neutral or negative attitude toward math, with college algebra and technical math students exhibiting more positive attitudes; (3) more than 70% of the students rated their math ability as average or poor, with college algebra and technical math students rating themselves higher; (4) 65% stated that they were taking the course because it was a prerequisite or required for a major; (5) about 50% reported taking their last math courses 2 or more years previously; (6) 65% of the students felt they would perform at an above average level or higher in the course, and the final course grade average was slightly above C; and (7) the higher the course level, the more positively the students rated their confidence, the lower their anxiety level, and the more positively the students perceived the teacher's attitude to be. The study report includes a stepwise regression analysis of data. (EJV)

ED 265 902 JC 860 072

McElroy, Patricia; And Others

Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University.

Princeton Univ., NJ. Mid-Career Fellowship Program.

PUB DATE- Sep 85

NOTE- 137p.; For individual papers, see JC 860 073-082.

AVAILABLE FROM- Mid-Career Fellowship Program, History Department, Princeton University, Princeton, NJ 08544 ($10.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Advising; *College Faculty; *College Instruction; *Community Colleges; Educational Innovation; Educational Legislation; Educational Objectives; *Educational

DESCRIPTORS- *Administrative Policy; *Board Administrator Relationship; *College Administration; College Role; *Community Colleges; *Governing Boards; *Trustees; Two Year Colleges
IDENTIFIERS- *Organization of American States

These four issues of "ACCT Trustee Quarterly" contain articles on topics of current concern to community college trustees. The first issue contains the report of the Ad Hoc Committee on Excellence in Education of the Illinois Community College Trustees Association, and articles on merit pay in higher education, underrepresentation of minority transfers, board evaluation, reducing unemployment through basic skills education, the role of trustees, and business/industry partnerships. The second issue focuses on the Organization of American States (OAS) and community colleges, training initiatives of OAS countries, community colleges in international trade, relations with legislators, trustee understanding of the college president's challenges, the education budget, educational reform, and the heritage of public higher education. Articles in the third issue examine alternate funding sources, economic development, the role of research in marketing, a participatory approach to a reduction-in-force policy, decision making, telecommunications strategies, and the community college's function within the educational system. Finally, the fourth issue contains articles related to minority transfer programs, the board/president relationship, trustee ethics, fund raising, marketing, professional negotiations, and recruitment and retention. (LAL)

ED 265 916 JC 860 088

Kassebaum, Peter
Psychological Anthropology: A Modular Approach. Cultural Anthropology.
College of Marin, Kentfield, Calif.
PUB DATE- Feb 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anthropology; *Behavior Theories; Community Colleges; *Gestalt Therapy; Learning Modules; *Psychology; *Psychophysiology; Two Year Colleges
IDENTIFIERS- Biological Determinism; Freud (Sigmund); Jung (Carl G);

NOTE- 19p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (New Orleans, LA, November 14-17, 1985). For a related document, see ED 264 967.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Cognitive Development; Cognitive Style; *Curriculum Problems; Early Childhood Education; *Educational Change; Ethnicity; Higher Education; *Relevance (Education); *Teacher Characteristics; *Teacher Education

Discussed are some changes needed in teacher education programs if prospective teachers' training in child development is to be relevant to the ethnically diverse children encountered in the classroom. Particular attention is given to characteristics teachers must have to teach children in large urban areas; the incorporation of human growth and development in all aspects of teacher education; training teachers to respond with appropriate instructional strategies to students' culturally-based learning styles; preparing teachers to teach students the intellectual skills they need to learn and use their knowledge; and recommendations for expanding the teacher preparation curriculum and the length of the teacher education program. (RH)

ED 265 930 PS 015 572

Larson, R. Alexandra; And Others
Action Plan for Children: New Jersey. Recommendations of the Governor's Committee on Children's Services Planning.
New Jersey Governor's Committee on Children's Services Planning, Trenton.
PUB DATE- 85
NOTE- 186p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Problems; Child Development; *Childhood Needs; Day Care; *Disabilities; Drug Abuse; Emotional Problems; Family Income; *Health Needs; Housing; Juvenile Courts; Mental Health; *Prevention; Social Services; Social Support Groups; State Programs; *Statewide Planning
IDENTIFIERS- Early Intervention; *New Jersey

Focusing on problems believed to pose the greatest risk to the

PUB DATE- 83
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attachment Behavior; *Child Rearing; *Day Care; Early Childhood Education; Emotional Development; Fathers; Mothers; *Parent Child Relationship; Parent Role; *Play; Program Improvement; Prosocial Behavior; Sex Differences; *Socialization; *Toddlers

Literature on parent-toddler affiliative behavior which reflects the dynamic and reciprocal nature of parent-toddler interaction is reviewed in this paper, including an ecosystems perspective. Affiliative behaviors for parents and toddlers are defined with respect to the verbal and physical behaviors of both parent and toddler. Also, research results assessing affiliative behaviors together with research findings on parental caregiving and parental play interactions are presented. Practical implications and applications based on the research findings for child care programming are presented. Particular focus is placed on how verbal and physical affiliative behaviors for toddlers and adults can be used to develop more securely attached relationships for children in preschool settings. In addition, the importance of male interaction in the care of infants and toddlers as well as the cooperative play style of fathers with their toddlers is emphasized. Research findings related to categories of parental affiliative interaction with categories of parental play activities are interrelated with the implications for child care programs. (Author/DST)

ED 265 945 PS 015 601

Swick, Kevin J.
Parents and Teachers as Discipline Shapers.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1694-7
PUB DATE- 85
NOTE- 35p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1694-7, $5.95; postage paid on prepaid orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

(Spring 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Amish; *Educational Environment; Elementary Education; Elementary School Students; *Farm Visits; Personality; *Rural Environment; *Urban Youth; *Values Education
IDENTIFIERS- *Montessori Method

For the past 10 summers a rural Ohio farm family, convinced of the merits of involving children in farm experiences and/or plant and animal care, has shared its farmstead with approximately 3,000 urban elementary school children. This paper discusses the impact of farm experiences on children's development, exploring rural community life among the Amish, Maria Montessori's views of the value of farm experience, and British integrated day schools. American Amish society, particularly, is seen as lacking the neurotic symptoms of industrial society. It is asserted that (1) some of the qualities characteristic of Amish society were idealized by Maria Montessori; (2) Montessori's "erdkinder" schools look in many ways like today's Amish family life; (3) British integrated day schools attempted to provide an education based on the farm experience to post-World War II schoolchildren; (4) children's learning environments require proper scale and relevance, qualities inherent in farm life. Specific character traits which might develop among children involved in small scale relevant learning environments such as Amish society, the erdkinder, and the family farm include respect for nature and understanding of nature's generosity, the habit of observing life, foresight, responsible community participation, and a certain equilibrium of conscience, resulting from the knowledge that one has given one's best effort at all times. (RH)

ED 265 959 PS 015 620

Westerlund, Elaine
Fostering Bilingualism in Early Childhood in an English-Speaking Home.
PUB DATE- 82
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use

ED 265 972 PS 015 641

Martin, Beverly Barber
The Implementation of Strategies to Improve the Creative Behaviors of Prospective Preschool Teachers.
PUB DATE- 85
NOTE- 82p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Style; *Creative Thinking; Critical Thinking; Divergent Thinking; Early Childhood Education; Higher Education; Methods Courses; *Problem Solving; *Program Improvement; *Teacher Education Curriculum; *Teaching Methods
IDENTIFIERS- Torrance Tests of Creative Thinking

This paper addresses the issue of incorporating creative thinking and problem solving techniques into an established teacher education methods course for prospective preschool teachers. The project's goals were (1) to increase students' knowledge and understanding of the value of creative thinking skills; (2) to provide group exercises using the four basic elements of divergent thinking; and (3) to evaluate students' application of creativity principles in their written assignments. The verbal and figural sections of the Torrance Tests of Creative Thinking and an evaluative survey questionnaire developed by the author were used to assess students' creative behaviors. Using a course alteration method, ideational strategies were integrated into all aspects of the child development methods course. After completing the implementation, the evaluation instruments were analyzed: results from the creativity exercises indicated that 85% of the students showed gains in one or more of the divergency factor areas of the TTCT scales. From the evaluation survey questionnaire, 95% of the students rated the ideational strategies infomative and enriching. The results of the creativity practicum and the conclusions and recommendations of this report are discussed. (Author/DST)

ED 265 973 PS 015 642

eligibility requirements and benefits provided by state and federal programs. Financial assistance programs discussed are Social Security, railroad retirements, veterans' benefits, unrestricted general assistance, Employee Retirement Income Security Act, food stamps, Low Income Energy Assistance, and weatherization. Health care programs outlined include Medicare, Medicaid, veterans' benefits, private insurance, Hill-Burton funds, and senior dental care. Housing information is provided about renting, public and private subsidized housing, homesharing, Continuing Care Retirement Community, extended family, nursing homes, alternatives to nursing home placement, and multi-purpose senior centers. Tax relief programs described are food sales tax refunds, homestead tax refunds, intangibles tax exemption, and federal tax benefits, credits, and refunds. Consumer topics addressed are deceptive and unconscionable practices, contracts, mail solicitation, warranty laws, funeral plans, utility users' rights, and consumer protection agencies. Rights are summarized regarding age discrimination, grandparents' rights, small claims, living wills, protective services, power of attorney, guardianship, and conservatorship. Estate planning information covers probate, wills, estate and inheritance taxes, trusts, payable on death accounts, and real estate transfers. Guidelines for seeking legal assistance are given. Relevant maps, agency addresses and telephone numbers, and checklists for evaluating a nursing home are appended. (NEC)

ED 265 987 RC 015 590

Hollinger, Judith A.
Guia Legal para Ciudadanos Envejeciente: Leyes y Programas Afectando los Ciudadanos Envejeciente de Kansas. (Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens).
Kansas State Dept. on Aging, Topeka.
PUB DATE- Sep 84
NOTE- 101p.; For the English version, see RC 015 589. Translated by Bernard Nobo and Jeannette Nobo.
LANGUAGE- Spanish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Civil Rights; Consumer Protection; *Eligibility; Estate Planning; *Federal Programs; *Financial Support; Health Programs; Housing; Legal Aid; *Older Adults; Program Descriptions; *Retirement Benefits; *State Programs; Taxes

ED 266 001 RC 015 623

Pepper, Floy C.; Nelson, Steven R.
Effective Practices in Indian Education. Administation Monograph. A Monograph on Effective School Administration Practices in Indian Education.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 158p.; For related documents, see RC 015 622-624.
AVAILABLE FROM- Office of Marketing, Northwest Regional Educational Laboratory, 300 S.W. Sixth Ave., Portland, OR 97204 ($11.30).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Administrative Principles; *Administrator Role; *American Indian Education; Check Lists; Cultural Influences; Curriculum Evaluation; Discipline Policy; Educational Administration; Educational Improvement; Educational Principles; *Educational Strategies; Elementary Education; Leadership; Parent Participation; School Community Relationship; *School Supervision; Student Behavior; Teacher Administrator Relationship; Teacher Motivation; Time Management
IDENTIFIERS- Effective Schools Research

Using findings from national effective schooling research, the monograph describes tested administrative practices which are effective in enhancing the achievement of elementary-aged Indian students. The monograph is organized into 17 issues which commonly confront school administrators on or near Indian reservations. For each issue, steps are offered for their systematic resolution, check lists provided, and references cited. Issues addressed are: (1) identifying effective school practices; (2) becoming an effective leader; (3) establishing school improvement processes; (4) identifying processes to refine school goals, policies, and procedures; (5) involving staff in implementing school goals and policies; (6) ensuring that high expectations for student achievement are maintained; (7) ensuring that staff members meet specified performance standards; (8) choosing incentives/rewards to promote excellence in behavior and achievement; (9) choosing incentives/rewards to promote excellence in teaching; (10) ensuring that school time is used for learning; (11) ensuring that students/staff understand and follow acceptable behavior standards; (12) ensuring that disciplinary action is executed uniformly,

Indo-Pacific countries. The report discusses workshop aims, summarizes field and laboratory studies, provides a tentative checklist of hermatypic coral species from Thailand, assesses the status of coral taxonomy in participating countries, and shows the distribution patterns of Indo-Pacific genera of hermatypic corals. The report also gives an account of a training course on coral taxonomy held concurrently with the workshop, which includes: (1) aims and participants' expectations; (2) course topics and field study sites; (3) notes on coral studied (comprising a major portion of the report); and (4) a summary of participants' reactions to the course. In addition, a summary of the report and (in appendices) names and addresses of participants, the introductory address, and the closing address are provided. (JN)

ED 266 016 SE 046 398

Physical Oceanography of the Eastern Mediterranean (POEM): A Research Programme. Reports of the Organizing Committee Meeting (Paris, August 1984), and the Scientific Workshop (Lucerne, October 1984). Unesco Reports in Marine Science 35.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

PUB DATE- 85

NOTE- 77p.

AVAILABLE FROM- Marine Information Centre, Division of Marine Sciences, Unesco, 7, Place de Fontenoy, 75700 Paris, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)

DESCRIPTORS- Foreign Countries; Higher Education; *Oceanography; Program Content; *Research Projects; *Scientific Research

IDENTIFIERS- *Mediterranean Region

The ultimate goal of the Program for the Exploration of the Eastern Mediterranean (POEM) is to reach a comprehensive knowledge of the physical, chemical, and biological oceanography of the Eastern Mediterranean. Such knowledge is an essential basis for environmental management, resource exploration, and marine operations. The overall scientific objectives are to: (1) describe the physical phenomena and quantify their kinematics; (2) define basic dynamical processes; and (3) construct physical models suitable for general ocean scientific studies and applications. This report on POEM consists of two parts. The first part, the

ED 266 030 SE 046 413

Science in the Political Process. Science Policy Study--Hearings Volume 8. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 25, 26, 1985). No. 47.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 86

NOTE- 181p.; Several pages containing small and light type may not reproduce For other volumes in this series, see SE 046 411-412 and SE 046 419-420.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Decision Making; *Federal Aid; *Government Role; Hearings; Higher Education; *Policy Formation; *Political Issues; *Politics; Public Policy; Research and Development; *Sciences

IDENTIFIERS- Congress 99th; *Science Policy

Provided in these hearings on science in the political process are the testimony and prepared statements of: Thomas L. Haskell; Robert L. Sproull; John R. Silber; Robert M. Rosenzweig; and Daniel J. Kevles. Also included are questions asked of these individuals as well as their answers, and, when applicable, supporting documentation. Among the areas addressed are: implications of the science/political process issue for federal policy regarding science and higher education; cases of attempts to obtain science facilities for individual universities through the political process (where conflict between political and scientific judgements seems to have taken place); the proper role of experts and specialists in making policy that has significant scientific content; and under what conditions should congress and/or the scientific community use criteria such as regional economic growth, specific health needs, and agricultural crop needs in making decisions for science policy. (JN)

ED 266 031 SE 046 414

Suydam, Marilyn N., Ed.; Kasten, Margaret L., Ed.

systematic representation of biology knowledge; science curriculum implementation; science careers; technology in science education; goals and issues; and other areas. (JN)

SO

ED 266 045 SO 016 504

Anderson, Annelise; And Others
Presidential Initiative for the Second Term. Report of the Committee on the Next Agenda.
Hudson Inst., Indianapolis, IN.
PUB DATE- 15 Jan 85
NOTE- 64p.
AVAILABLE FROM- Director of Development, Hudson Institute, 620 Union Drive, P.O. Box 648, Indianapolis, IN 46206 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Economic Climate; Economic Development; *Federal Government; Federal Programs; *Foreign Policy; *Government Role; Long Range Planning; National Security; *Planning Commissions; Policy Formation; Politics; *Public Policy; *Social Change
IDENTIFIERS- Presidential Initiatives; *Reagan Administration; Strategic Defense Initiative

Based on the Committee on the Next Agenda's analysis of four major aspects of public policy, recommended presidential initiatives for President Reagan's second term in office are outlined. Biographic information about Committee members and a summary of initiatives preface the report. Section 1 examines initiatives related to the role of government in a free society. Section II "Domestic and International Economic Policy," presents short-and long-range economic policy objectives for 1981 and 1985. The third section, "U.S. Foreign Policy and National Security," presents constraints to a coherent foreign policy (including friction between the Congress and executive branch and reforms within the executive branch), and maintenance of national security via President

teacher follows an historical review of the role of critical thinking in the history of public education. The field of social studies is then cited as a discipline particularly vulnerable to the fostering of irrational beliefs since there is a pronounced and natural tendency to inculcate an uncritical, monological, and nationalistic perspective concerning major social issues. Because major issues in social studies inevitably mirror multiple perspectives, a rational approach to historical, sociological, and anthropological issues reflecting a wide variety of divergent and conflicting points of view is advised. Recommendations further emphasize the need for more coursework, instructional models, professional experiences, materials, and funding to help teachers and students develop the critical thinking skills necessary for the stimulation of important educational reform. (LH)

ED 266 059 SO 016 899

Prince-Embury, Sandra
Risk Assessment: An Examination of Assumptions.
PUB DATE- Sep 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bias; Costs; Decision Making; *Economics; Mass Media Effects; *Nuclear Energy; *Nuclear Technology; Policy Formation; Politics; *Public Opinion; *Public Policy; *Risk; Social Science Research; Social Theories; Technology
IDENTIFIERS- *Quantitative Benefit Analysis

A meta-analysis of theoretical debates concerned with the assessment of risk associated with the use of nuclear power as an energy source is presented in this paper. Based on a central premise that risk assessment has a direct impact on national policy decisions and is associated with different perspectives reflective of different social sectors, it is hypothesized that national policy decisions mirror an economic imperative, whereby economic cost is a better predictor of policy decisions than is consideration for human safety. Examples of this view are given including the belief that (1) the cost of safety regulations represent an impediment to technology and hence the economic well-being of the nation; and (2) the notion that quantitative risk-benefit analysis, in which possible costs and benefits of policy decisions are quantified and assigned a financial value, considers curriculum and student life under colonialism through an examination of school knowledge in French West Africa in the first decades of the twentieth century. The monograph is divided into three parts. Part one describes the educational system of interwar West Africa. It emphasizes school organization, admissions and matriculation policies, the composition of the teaching staff, curriculum, and student enrollment. Part two contains translations from interwar elementary and primary textbooks. Part three is composed of translations from students' class notebooks. Focus is on students' French compositions and, in some cases, teacher corrections. What the notebooks reveal about how students perceive themselves, their school, and their aspirations for themselves once they graduate is evaluated. (LP)

ED 266 072 SO 016 922

Chowdhury, Kowsar P.
Efforts in Universalization of Primary Education: The Case of Bangladesh. Occasional Papers Series, Number 12.
State Univ. of New York, Buffalo. Comparative Education Center.
PUB DATE- Jul 84
NOTE- 78p.; For other occasional papers, see SO 016 920-923.
AVAILABLE FROM- Publications Department, Comparative Education Center, 428 Baldy Hall, State University of New York, Buffalo, NY 14260 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; *Curriculum Development; *Developing Nations; *Educational Change; Educational History; *Equal Education; Futures (of Society); *Primary Education; Social Change; Social Development
IDENTIFIERS- *Bangladesh

This monograph examines efforts and progress that have been made in the universalization of primary education in Bangladesh and suggests factors that have impeded the successful achievement of universal primary education (UPE). The first portion of the report presents the historical context of the plan for achieving UPE. Separate sections outline the historical background of UPE in developing countries; the justification for UPE; efforts to achieve UPE during the Pakistan period, 1947-1970; the impact of disparities in primary education on the new nation of Bangladesh. A second portion of the report looks at efforts to achieve UPE since

LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- County School Districts; Educational Opportunities; Elementary Secondary Education; *Equal Education; Females; Institutional Evaluation; Institutional Research; Males; Nondiscriminatory Education; Profiles; Public Schools; *School Surveys; *Self Evaluation (Groups); *Sex Bias; Sex Discrimination; *Sex Fairness; Sex Stereotypes
IDENTIFIERS- Title IX Education Amendments IX

Data representing figures for the 1983-84 and 1984-85 school years indicate the degree of compliance with Title IX in Boulder Valley School District (Colorado). Findings represent three major components: (1) baseline data, which includes numbers and percentages by gender of enrollment in various courses and activities; Comprehensive Test of Basic Skills (CTBS) achievement similarities and differences; staffing patterns; disciplinary actions/suspensions; and school drop-out rate; (2) K-6 student-teacher interaction observations in 235 elementary class groups; and (3) questionnaires, which were distributed to all district certified employees (1566) to tap knowledge, attitudes, and interests relative to gender equity. Results suggest that of the 16 areas examined, four were found to be areas of strength, with the remaining 12 indicating a need for education, awareness, and action. Some of the report's findings indicate that although secondary teachers approached equity in terms of gender, distribution by subject area showed significant discrepancies; that there was a difference between numbers of boys and girls enrolled in 117 courses; that sex differences corresponding with traditional career choice for women were found in every area; that of four subject areas examined, statistically significant differences between CTBS scores of girls and boys were reported in three; that of the total number of students in special education, 71 percent were boys; that more boys (72 percent) were involved in events leading to written notice of suspension; that gender was a significant factor in three categories of student-teacher interaction; that more boys participated on athletic teams; and that approximately 73 percent of school and classroom environment observations were identified as reflections of gender disparity. (LH)

SP

The monograph presents 12 papers on aspects of retraining College of Education faculty regarding mainstreaming of handicapped children. Papers grew out of the 5 A's Dean's Grant (Awareness, Access, Appropriateness, Assessment, and Accountability) at Roosevelt University. The following titles and authors are represented: "On Loving the Unlovable" (N. Kyndrup); "Understanding the Behaviorally Disturbed Child" (S. Kennell and P. Ammerman); "Training Teacher Trainers for Mainstreaming: A Packet Concept" (K. Okun and C. Wagner); "Involvement of Community Colleges in the Deans' Grant Program: Description of the Saint Rose Outreach Effort" (P. Lyon); "Minimum Competencies in Special Education for Music Education Students at Roosevelt University with Suggestions for Implementation" (G. Wilson); "5 A's Dean's Grant at Roosevelt University" (M. Showalter); "The Council for Exceptional Children: Starting a Student Chapter at Roosevelt University" (M. Policastro); "The Uneasy Case for Mainstreaming the Learning Disabled" (G. Mindes); "The Role of the Counselor in Implementing the 'Education for all Handicapped Children Act of 1973'" (J. Martins); "High Risk Infants of Teenage Mothers: Later Candidates for Special Education Placement" (E. Landerholm); "Parent and Staff Roles and Relationships in Programs for Young Handicapped Children" (E. Winkelstein); "Gamesmanship: An Additional Strategy for Minimizing the Negative Effects of Game Playing" (J. Henderson). (CL)

ED 265 702 EC 181 392

Resource Directory: A State Guide to Disability-Related Information.
Catholic Univ. of America, Washington, DC. D:ATA Inst.
PUB DATE- 85
NOTE- 59p.
AVAILABLE FROM- D:ATA Institute, The Catholic University of America, 4407 Eighth St. N.E., Washington, DC 20017 ($7.00 postage paid, make check payable to CUA).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Employment; Parent Associations; Rehabilitation; Resource Materials; State Agencies; *State Programs; *Vocational Rehabilitation

The directory presents a listing of disability-related information resources in all 50 states and the District of Columbia. Organized alphabetically by state, entries address the following categories: vocational rehabilitation office, client assistance program,

ED 265 719 EC 181 709

Jones Eric D.; Krouse, James P.
Verbal Math Problem Solving: What the Research on Instruction Tells Us.
PUB DATE- Oct 85
NOTE- 39p.; Paper presented at the National Conference of the Council for Learning Disabilities (7th, New Orleans, LA, October 4-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Disabilities; Elementary School Mathematics; Elementary Secondary Education; *Mathematics Instruction; Models; *Problem Solving; *Verbal Learning
IDENTIFIERS- *Direct Instruction

The paper is a discussion of research on direct instruction and its implications for effective instruction in verbal math problem solving for elementary learning disabled students. Characteristics and problems of conventional programs are reviewed, as are the major features and logic of direct instruction programing. Components of instructional design are noted, including specification of objectives, identification of necessary preskills, and maintenance of acquired skills. The relationship of the direct instruction model to other promising models is analyzed, the feasibility of direct instruction in special education is considered, and obstacles to its implementation are noted. (Author/CL)

ED 265 720 EC 181 710

Feurer, Hanny
Speech Acquisition and Archetypes: A Developmental Study of Autistic Young Adults.
PUB DATE- Dec 85
NOTE- 28p.; Paper presented at the International Symposium on Autism (Geyersville, CA June 3-5, 1985).
LANGUAGE- English

53706 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bantu Languages; *Conversational Language Courses; Course Organization; Foreign Countries; Form Classes (Languages); Higher Education; *Intensive Language Courses; Introductory Courses; *Listening Skills; Orthographic Symbols; Phonology; Second Language Instruction; *Semantics
IDENTIFIERS- Kenya; *Kikuyu; *Survival Language

The second in a series of three volumes comprising a college-level course in Kikuyu, a Bantu language, this document contains a complete short, intensive course consisting of units organized by semantic categories. Its objective is to provide basic survival speaking and listening skills. The 10 units cover these topics: basic greetings; location; origins; work; negotiation, commands, necessity, time; modifiers; ownership, existence, buying/selling; objects, passives, quotations; auxiliaries, implied quotations, reasons, purpose; and completed action and temporal and conditional expressions. Each unit consists of four quarters covering unit subtopics, and each subtopic quarter includes an introduction to the topic, a set of initial drills, a summary of constructions covered, an inventory of constructions and, in some cases, a vocabulary list. The units also include taped drills and supplementary slides (not included in this document). In a typical university course, this volume would be combined with the longer course outline, "Wirute Gikuyu" (volume 1 of this series). (MSE)

ED 265 735 FL 015 301

Bennett, Patrick R.; And Others
Gikuyu ni Kioigire: A First Course in Kikuyu. 3: Essays, Texts, and Glossaries. Linguistic and Cultural Reference Materials.
Wisconsin Univ., Madison. African Studies Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 492p.; For volumes 1 and 2 of this course, see FL 015 299-300.
GRANT- G008201052
AVAILABLE FROM- African Studies Center, University of Wisconsin-Madison, 1454 Van Hise Hall, 1220 Linden Dr., Madison, WI

Your New Life in the United States. Chinese Edition.
Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
PUB DATE- Apr 81
NOTE- 219p.
LANGUAGE- Chinese
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Acculturation; Adults; *Chinese Americans; *Daily Living Skills; *Immigrants; North American Culture; *Orientation Materials; Refugees

An illustrated guide to aspects of life in the United States is presented in Chinese for recent Chinese-speaking arrivals. The guidelines address such topics as resettlement agencies, community relations and national customs, the U.S. government, local and long distance transport, mail and telephone communication systems, employment practices, the educational system, types of housing, medical care, money and banking, taxation, insurance, consumer education and protection, and the legal and law enforcement systems. A directory of important national, local, and emergency telephone numbers is appended. (RW)

ED 265 752 FL 015 496

Sach Huong Dan Nguoiti Nan O Hoa Ky (Your New Life in the United States). Vietnamese Edition.
Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
PUB DATE- 81
NOTE- 218p.
LANGUAGE- Vietnamese
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Acculturation; Adults; *Daily Living Skills; *Immigrants; North American Culture; *Orientation Materials; Refugees; *Vietnamese People

An illustrated guide to aspects of life in the United States is presented in Vietnamese for recent Vietnamese arrivals. The guidelines address such topics as resettlement agencies, community relations and national customs, the U.S. government, local and long distance transport, mail and telephone communication systems,

NOTE- 475p.
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; College Instruction; *Departments; Educational Responsibility; *Faculty Development; *Faculty Workload; Foreign Countries; Higher Education; *Noninstructional Responsibility; Research; Teacher Responsibility; *Teaching Load
IDENTIFIERS- Chile; Contact Hours; *Universidad Tecnica del Estado (Chile)

An analysis of academic activities of college faculty at the eight campuses of Chile's Universidad Tecnica del Estado was conducted. Activities were grouped into seven categories: direct teaching, indirect teaching, research, community services, faculty development, academic administration, and other activities. Following the narrative descriptions of data collection and findings are extensive statistical tables which make up the bulk of the document. These concern: the number of faculty per department, courses taught by each faculty member, the number of teaching contact hours per week taught by each faculty, the workload distribution related to activities other than direct teaching, and the number of faculty engaged in faculty development programs and the courses taught by each participating faculty member. Matrix tables show the total weekly hours all faculty members devote to each type of activity, grouped by department and campus. Tables also show: the proportion of hours faculty devote to other activities per each hour devoted to direct teaching; the total number of teaching hours required for each academic department; the weekly teaching load per faculty member by academic department and campus; department majors, as well as instruction for nonmajors; and student-faculty ratios by departments and campuses. (SW)

ED 265 766 HE 019 009

Continuing Education and Cultural Activities of the University of British Columbia, 1984-1985. A Report to the President, the Senate, and the Board of Governors.

British Columbia Univ., Vancouver.
PUB DATE- 85
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

DESCRIPTORS- *College Curriculum; College Instruction; *College Programs; *Curriculum Development; Educational Change; Educational History; *Educational Philosophy; General Education; Higher Education; Liberal Arts; Majors (Students); Postsecondary Education as a Field of Study; Program Development; Program Evaluation; Program Implementation; Specialization; Technical Education; *Undergraduate Study; Vocational Education

Historical and philosophical perspectives on college academic programs, current curriculum practices and agendas, and academic program development and implementation are considered in 20 articles in a reader designed for graduate classes in higher education administration. Titles and authors are as follows: "Frames of Reference" (Frederick Rudolph); "Harmony, Chaos, and Consensus: The American College Curriculum" (Douglas Sloan); "Stability and Experiment in the American Undergraduate Curriculum" (Laurence Veysey); "From 'Original Papers in Relation to a Course of Liberal Education'" (The Yale Report of 1828); "From 'Experience and Education'" (John Dewey); "General Education" (Robert Maynard Hutchins); "Components of the Curriculum" (The Carnegie Foundation for the Advancement of Teaching); "Vocationalism in Higher Education: Explanation from Social Theory" (Robert E. Roemer); "The Major or Concentration" (Arthur Levine); "Emerging Curricular Patterns" (Jerry G. Gaff); "Seeking Women's Equity Through Curricular Reform: Faculty Perceptions of an Experimental Project" (Betty Schmitz, Anne S. Williams); "Modifying Course Content to Encourage Critical Awareness" (John Nicols, Zelda F. Gamson); "A Modest Proposal: Reflection on the Future of Undergraduate Reform" (Gerald Grant, David Riesman); "Making Decisions about the Curriculum: From Metaphor to Model" (Clifton F. Conrad, Anne M. Pratt); "The Architectonics of Knowledge" (Philip H. Phenix); "Reforming General Education" (Daniel Bell); "From 'The Modern American College'" (Arthur W. Chickering and Associates); "Political Linkage: The Academic-Innovation Process" (Jack Lindquist); "A Grounded Theory of Academic Change" (C. Conrad); "Five Evaluation Frameworks: Implications for Decision Making in Higher Education" (Don E. Gardner); and "Critical Issues in Program Evaluation" (Richard F. Wilson). (SW)

ED 265 780 HE 019 023

Finkelstein, Martin J., Ed.

ASHE Reader on Faculty and Faculty Issues in Colleges and Universities.

AVAILABLE FROM- National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Science Research; College Role; Departments; *Educational Research; *Foreign Countries; *Higher Education; *Research Projects; Specialization; *Writing for Publication
IDENTIFIERS- *Sweden

Information is provided on the Swedish National Board of Universities and Colleges' research on higher education program. An extensive (20-page) list of 1983-1985 publications of the research groups is included, followed by brief descriptions of 23 studies in progress, along with the project leader's name and institutional location. The percentage of grants since 1971 is indicated in four-year clusters for the following areas of research: the role of higher education in society, content and organization, the research function, and the educational function. Information is also provided on: the percentage of research grants by discipline since 1971; the extent of publishing in books, journal articles, and papers/reports by discipline; and publishing frequencies by 10 departments. Analysis of the content of the research programs reveals: the program began with studies of education and its organization, but has recently focused on research and its conditions at universities; while most of the research is conducted by social scientists and humanists, the topics of study are often located in the natural sciences and technology; and the journal article is the commonest form of publication. (SW)

ED 265 793 HE 019 039

Quay, Richard H.
Research in Higher Education: A Guide to Source Bibliographies. Second Edition.
REPORT NO.- ISBN-0-89774-194-3
PUB DATE- 85
NOTE- 133p.
AVAILABLE FROM- The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483 ($29.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)

University of Western Ontario, London.
SPONS. AGENCY- Council of Ontario Universities, Toronto.; Ontario Association of University Personnel Administrators, Toronto.; Ontario Confederation of University Faculty Associations, Toronto.
REPORT NO.- ISBN-0-88799-205-6
PUB DATE- Dec 85
NOTE- 47p.; For Part I (All Benefits Excluding Pensions), see HE 019 056.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Comparative Analysis; Early Retirement; Eligibility; Foreign Countries; Higher Education; Program Administration; *Retirement Benefits; *Teacher Retirement
IDENTIFIERS- Annuities; *Ontario

Results of a 1985 survey of pensions at 17 Ontario, Canada, universities are presented. Information is provided on: eligibility, types of plans, member contributions, university contributions, benefits on normal retirement (age 65) and on early retirement (age 55), benefits on termination and on death, indexing and annuities, trustee and investment manager, and pension committee composition and status. The universities have chosen from three types of pensions plans: money purchase, money purchase with minimum guarantee, and defined benefit. The following types of pension benefits may be used: variable annuity, fixed annuity, life only, payable for life but guaranteed 60 months, and joint and last survivorship. Pension information is provided for the following universities: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. Descriptions of terms are included. (SW)

ED 265 807 HE 019 058

Educational Quality and Accreditation. A Call for Diversity, Continuity and Innovation.
Council on Postsecondary Accreditation, Washington, D.C.

ED 265 820 HE 019 076

Reeher, Kenneth R.; Davis, Jerry S.
National Association of State Scholarship and Grant Programs. 14th Annual Survey, 1982-83 Academic Year.
National Association of State Scholarships and Grant Programs.
PUB DATE- 83
NOTE- 258p.; Parts of document contain small print.
AVAILABLE FROM- Pennsylvania Higher Education Assistance Agency, Research and Statistics, Towne House, 660 Boas Street, Harrisburg, PA 17102 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Comparative Analysis; Eligibility; Evaluation Criteria; Financial Aid Applicants; *Grants; Higher Education; National Surveys; *Need Analysis (Student Financial Aid); Public Policy; *Scholarships; State Agencies; *State Aid; *Student Financial Aid
IDENTIFIERS- No Need Scholarships

Results of the 1982-1983 survey of the National Association of State Scholarship and Grant Programs (NASSGP) are presented. Data are included on: amount and number of awards to undergraduate and graduate/professional students for both need-based and non-need-based scholarship and grant programs by state; number and amount of awards for competitive and need-based undergraduate comprehensive programs; the number of financial aid applicants and recipients, total dollars awarded, and rejections; the date of program initiation and the maximum and average awards; and awards for need-based scholarship and grant programs for attendance at public and private colleges. The organizational structures of each state agency and its advisory group are described, along with policy issues of concern to states. Information is also provided on application procedures and schedules by state and program; student residence and other criteria for evaluating financial aid applicants; types of institutions eligible for state aid by program; priorities given to certain applicants by some programs; factors that determine maximum awards; and budgets used in computing need-based state awards. Comparative data and trends are included, as well as a NASSGP directory with address, telephone number, and names and titles of officers. (SW)

materials relevant to those areas. Also included for each chapter are lists of additional recommended films; 49 films are included in these sections. Each entry provides a brief summary of the film, some evaluative comments, suggested audiences, and possible uses. A listing of distributors' addresses and phone numbers appears at the end of the document. (JB)

ED 265 833 IR 011 957

Friesen, Chuck; And Others
One Key LOGO and Hands-On Activity Cards.
Nebraska State Dept. of Education, Lincoln. Div. of School Assistance & Support.
PUB DATE- 84
NOTE- 121p.; Adapted with permission from Lincoln Public Schools. Activity cards may not reproduce due to color stock of cards.
AVAILABLE FROM- ITV Services, Nebraska Department of Education, 301 Centenniel Mall South, Lincoln, NE 68509 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Graphics; Computer Literacy; *Computer Software; Cues; Instructional Innovation; *Learning Modules; *Microcomputers; Primary Education; Problem Solving; Programing; *Programing Languages; Resource Materials; Teaching Methods
IDENTIFIERS- *LOGO Programing Language

Developed to assist primary school teachers who wish to implement LOGO and One-Key LOGO (OKL) in their schools, this document consists of a LOGO resource manual and 92 color-coded activity cards designed to guide a pre-reader or primary child through a series of problem solving steps. After a brief introduction, which contains computer terminology and procedures for computer care and operation, the resource manual is divided into sections which illustrate sample procedures and files found on the LOGO student utilities diskettes and present suggestions for their effective use. The contents include: (1) a sample OKL game; (2) a list of what students say they learn with LOGO; (3) troubleshooting tips for OKL; (4) directions for OKL commands; (5) troubleshooting tips for LOGO; (6) directions for LOGO commands; (7) off-computer activities for both LOGO and OKL; (8) sample worksheets for turtle

ED 265 846 IR 011 970

Hurwitz, Dick
Computers in the Gym: Friends and Assistants.
PUB DATE- Oct 85
NOTE- 21p.; Paper presented at the Annual Educational Computer Fair of the Educational Computer Consortium of Ohio (5th, Cleveland, OH, October 10-11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletic Coaches; Case Studies; Computer Assisted Instruction; *Computer Software; Information Networks; Information Storage; Intermediate Grades; Junior High Schools; *Microcomputers; *Physical Education; *Physical Education Teachers; Recordkeeping; Word Processing
IDENTIFIERS- *Computer Uses in Education

Designed to assist physical education teachers realize the benefits of microcomputer usage, this paper presents the case study of a hypothetical middle school teacher who utilizes Apple computers for record-keeping, planning, teaching, and coaching. The case study shows how the computers save time, assist in individualizing instruction, help motivate and interest students, and allow the teacher to communicate with others in her field. In addition, several computer programs and their applications are discussed: (1) Appleworks; (2) Teacher Utilities, Volume 1; (3) Sports Data Services Volleyball Statistics; (4) Petwork (a hypothetical communications network); (5) Project REACT Athletic Scheduling; (6) Attendance Taker; (7) The Factory; (8) Project REACT Bowling; (9) Physical Education Record Keeper; (10) Body Fat Calculator; and (11) Comptech Systems Design Volleyball. A list of references is appended which provides sources for the computer software mentioned in the document. (JB)

ED 265 847 IR 011 972

by librarians working in a database distributor/service organization. The activities of professionals working in database distributor/service organizations are listed by function: Database Processing; Customer Support; System Administration; and Planning. The competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience). (THC)

ED 265 860 IR 051 378

Griffiths, Jose-Marie; And Others
New Directions in Library and Information Science Education. Final Report. Volume 2.7: Information Center/Clearinghouse Professional Competencies.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 84
NOTE- 142p.; One of 12 volumes supplementing the Final Report on this project (IR 051 371).
CONTRACT- 300-82-0152
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - General (130)
DESCRIPTORS- *Clearinghouses; *Competence; Employment Patterns; *Information Centers; *Information Scientists; *Information Services; *Job Performance; Job Skills; Library Research; Occupational Information
IDENTIFIERS- Competency Identification Procedures; Competency Lists; Information Industry

This document contains validated activities and competencies needed by information professionals working in an information center/clearinghouse. The activities and competencies are organized according to the functions which information center professionals perform: acquisitions; thesaurus development and control; indexing/abstracting; reference/information analysis; and publications and product management. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience). (THC)

and checking out books; (5) periodical indexes; (6) periodicals; (7) book review indexes; (8) newspapers and newspaper indexes; (9) audiovisual materials; (10) encyclopedias; (11) dictionaries; (12) sources of biographical information; (13) almanacs and statistical sources; (14) maps, atlases, and gazetteers; (15) special collections; (16) government documents; and (17) the reserve reading room. Floor plans of the various areas of the library and examples of catalog cards and assignments are provided. (Author/THC)

ED 265 875 IR 051 418

Dearstyne, Bruce W.; And Others
Managing Local Government Records: A Manual for Local Government Officials in New York State.
New York State Education Dept., Albany.
SPONS. AGENCY- National Historical Publications and Records Commission, Washington, DC.
PUB DATE- 85
NOTE- 108p.; Appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Archives; *Government Publications; Information Retrieval; Information Storage; Information Systems; *Local Government; State Legislation; *State Programs
IDENTIFIERS- *New York; *Records Management

This manual for local government officials provides a basic introduction to all aspects of records management, including the administration of an archival program. The direct result of two recent projects which have affected State Archives services toward local governments, the manual is intended to introduce and briefly explain the essential concepts of records management, suggest practical ways of applying them, and define the relationship between records management and archival administration. The manual comprises eight chapters: (1) Managing Local Government Records: An Introduction; (2) Retention and Disposition of Records; (3) Surveying and Analyzing Records; (4) Records Controls; (5) Inactive Records; (6) Microfilm; (7) Archival Records; and (8) Where to Turn for More Help (a directory of other archives of state agencies, locally operating government records management programs, professional organizations and associations, local government associations, and publications). Three appendices include selected

(Author/THC)

JC

ED 265 889 JC 860 036

Introducing Physical Geography: A Laboratory Sourcebook for Community Colleges.

California Univ., Los Angeles. Office of Academic Interinstitutional Programs.

PUB DATE- 85
NOTE- 141p.
AVAILABLE FROM- Office of Academic Interinstitutional Programs, 1332 Murphy Hall, University of California at Los Angeles, Los Angeles, CA 90024 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Geographic Concepts; *Geography Instruction; Laboratory Manuals; *Physical Geography; Science Materials; Teaching Guides; Two Year Colleges

This sourcebook contains a collection of laboratory exercises assembled for use in introductory physical geography classes taught at community colleges. Introductory sections address the origins of the sourcebook, the ways it differs from traditional laboratory manuals, and its form and anticipated use. Next, a list of terms or concepts, preparatory information, and exercises are presented for 10 topic areas: (1) the Geographic Grid and Time Zones; (2) Earth-Sun Relationships; (3) Contour and Topographic Maps; (4) Solar Energy; (5) Atmospheric Moisture; (6) Weather Maps; (7) Classifying Global Climate Patterns; (8) Soil Components and Characteristics; (9) Rating Curves and Recurrence Intervals (Hydrology); and (10) Applications of Topographic Maps in Specific Subfields. Lab exercises for each topic are ordered from easiest to most difficult. (LAL)

Quality; Educational Testing; Faculty Evaluation; General Education; Honors Curriculum; Microcomputers; Professional Development; School Business Relationship; Student Attrition; Teacher Improvement; Two Year Colleges

This collection of essays focuses on contemporary issues for two-year college education related to instruction, students, and faculty. The following essays are included: (1) "Entrance Testing at Community Colleges," by Patricia McElroy; (2) "Academic Advising in the Community College," by Ann Houpt; (3) "New Jersey Community College General Education Regulations," by William H. Engler; (4) "Honors Programs in the Community College: Reality and Promise," by Larry L. Cohen; (5) "Requiring Microcomputers in Community Colleges," by George Popel; (6) "Attrition at Community Colleges," by James Marinaccio; (7) "Community Colleges and Industry: Rationale for a Relationship," by Joseph Santora; (8) "Faculty Evaluation at the Community College," by Joseph C. Kudless; and (9) "The Complex Challenge of Professional Development: Current Trends and Future Opportunities," by Henry D. Ryder and George W. Perabo. (LAL)

ED 265 903 JC 860 073

McElroy, Patricia
Entrance Testing at Community Colleges.
SPONS. AGENCY- Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- Sep 85
NOTE- 14p.; In: Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University (JC 860 072).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Access to Education; *Community Colleges; *Educational Testing; *Evaluation Methods; *Open Enrollment; *Reading Skills; Remedial Programs; *Student Placement; *Testing Programs

A comparison of the reading skills assessment programs at three community colleges in Virginia and New Jersey is presented as part of an examination of the kinds of placement decisions that are made from assessment test data. Introductory comments focus on the controversy surrounding the growing emphasis on skills assessment in open-door community college systems. Next, the three reading skills assessment programs are described in terms of their

*Psychological Anthropology

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module traces the history of psychological anthropology, introducing various schools and perspectives within the field of psychology. First, a discussion is provided of biological determinism, examining its historical development and the extreme interpretations of the biological perspective popular in Germany following World War I. Next, physiological psychology is explained in terms of its focus on the brain and nervous system, electrical models of brain functioning, biofeedback, and chemical models of behavior. The next section looks at the contributions of Sigmund Freud, describing his theories of id, ego, and superego; oral, anal, phallic, latency, and genital stages; and the oedipal and electra complexes. The work of Carl Gustav Jung is considered next, with focus on his theories of the collective unconscious and archetypes. The final sections provide an overview of gestalt psychology as championed by Dr. Fritz Perls, which examines behavior from a wholistic perspective; and behaviorism as understood from the work of Ivan Pavlov and B. F. Skinner. Performance activities related to the module are included. (LAL)

ED 265 917 JC 860 089

Issues Related to the Quality of Education: A Preliminary Report of the Colorado State Board for Community Colleges and Occupational Education.

Colorado State Board for Community Colleges and Occupational Education, Denver.

PUB DATE- 24 Jan 84
NOTE- 18p.; Prepared by the Subcommittee on the Quality of Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Curriculum; College School Cooperation; *Community Colleges; Educational Legislation; *Educational Planning; Educational Policy; *Educational Quality; Governing Boards; School Responsibility; *Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *Colorado; *Nation at Risk (A)

In June 1983, the Colorado State Board for Community Colleges and Occupational Education (SBCCOE) appointed a sub-committee on the Quality of Education to consider the recommendations of recent children of New Jersey, this report sets forth the views of the Governor's Committee on Children's Services Planning on priorities for action. After an executive summary of the report, the issues identified by the committee are summarized in chapter II, which describes the current status and needs of New Jersey's children and families. Issues chosen as priorities for action are detailed. Chapter III deals with actions to assure basic foundations for life and specifically addresses the issues of meeting the need for adequate income supports through AFDC, housing needs, preventive and remedial health care for children, and meeting educational needs. Chapter IV concerns actions to improve preventive and supportive services for children and families, including the social services system, comprehensive early childhood development program, and child care. Chapter V focuses on actions to address physical, emotional, and behavioral disorders, involving early intervention and mental health services, specialized services for emotionally disturbed juvenile offenders, prevention and treatment of substance abuse, and the juvenile justice system and the family court. Chapter VI briefly reports the recommendation to establish a continuous process for identifying and meeting children's needs. (RH)

ED 265 931 PS 015 573

Vincent, Lisbeth; And Others
Parent Inventory of Child Development in Nonschool Environments. (Working Copy).
Madison Public Schools, Wis.
PUB DATE- Apr 83
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Affective Behavior; *Child Development; Cognitive Ability; Communication Skills; *Developmental Stages; Individual Development; *Infant Behavior; Motor Development; *Parent Attitudes; Personality; Preschool Children; Preschool Education; Self Care Skills

Designed to inform professionals about how a child behaves when not in school, the Parent Inventory of Child Development in Nonschool Environments assesses the affective behavior (including activity level, adaptability, distractability, moodiness, sociability and persistence) and the fine motor, gross motor, communication skills, DESCRIPTORS- Classroom Environment; *Discipline; Elementary Secondary Education; Family Influence; *Parent Education; Parent Participation; *Parent Role; *Parent Teacher Cooperation; *Teamwork

Parent involvement has been documented as the most effective method of improving student performance in school. This book explores ideas, strategies, and resources that parents and teachers can use in teaming together to facilitate productive student behavior and to deal positively with discipline issues. Parental role in discipline is discussed in terms of three forms of parental influence: (1) on the child's behavior; (2) on the first learning environment; and (3) on the child's attitudes. The discussion of parents and teachers as copartners in discipline focuses on the need, basis, and process for a team approach. Educating parents about discipline is explored by discussing parent education with a discipline focus and orienting parents to the classroom discipline approach. Additionally discussed are strategies for involving parents in discipline and for dealing with special discipline situations. It is concluded that teachers who use parent education and involvement strategies that focus on discipline have found them to be an important ingredient in successful classroom discipline programs. Parent-teacher teaming is indeed a key step toward achieving more productive student behavior. (RH)

ED 265 946 PS 015 602

Pardeck, John T.; Pardeck, Jean A.
Using Bibliotherapy to Help Children Adjust to Changing Role Models.
PUB DATE- Mar 85
NOTE- 14p.; Paper presented at the Annual Future of Parenting Symposium (1st, Chicago, IL, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Androgyny; Behavior Development; *Bibliotherapy; *Childrens Literature; Early Childhood Education; Family Life; Identification (Psychology); Learning Theories; Role Models; *Sex Role; Social Change; Socialization
IDENTIFIERS- Cognitive Developmental Theory; Psychoanalytic Theory

One technique for helping children adjust to changing role models is bibliotherapy--the use of children's books to facilitate identification with and exploration of sex role behavior. Confronted with change in various social systems, particularly the family, children are faced with conflicts concerning their sex role

(055)
DESCRIPTORS- *Bilingualism; *Child Rearing; Guidelines; Infants; *Language Acquisition; Literature Reviews; *Parent Role; Preschool Children; *Second Language Learning
IDENTIFIERS- English Speaking

The decision of parents whose native language is English to raise their child bilingually prompted a review of the literature concerning approaches to fostering infant bilingualism. The review focuses on (1) language strategies most often adopted by the bilingual family, such as dichotomy and alteration; (2) other family variables; (3) the Grammont formula; (4) setting and function; (5) factors related to person; (6) violations of the person/language rule; (7) issues of inclusion and exclusion related to language selection; (8) dominance and balance; and (9) alternative educational programs. The concluding section of the review offers 17 guidelines parents might adopt in their endeavor to foster bilingualism in their young children. (RH)

ED 265 960 PS 015 624

Schmidt, W. H. O.
Human Development: The Early Years.
Alberta Dept. of Education, Edmonton. Early Childhood Services.
PUB DATE- 15 Jul 84
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; *Child Development; Cognitive Style; Communication Skills; *Cultural Influences; Early Childhood Education; Ethnic Groups; Foreign Countries; Language Acquisition; Play; *School Readiness; *Social Environment; *Social Problems; *Theories
IDENTIFIERS- *Canada; Piagetian Theory

This study paper discusses (1) changing emphases and current interpretations of child development; (2) the context of family, culture, and education within which children develop; (3) the transition to school; and (4) new issues concerning children, parents, and teachers in society today. Section 1 establishes 1959 as an approximate turning point at which child development research began to emphasize cognitive development. Discussion focuses on the impact of Piaget's theory, Weikart's use of Piaget's theories, the

Schnobrich, Janice
Implementation of a Program of Prosocial Behavior in an Inner City Kindergarten Classroom.
PUB DATE- Jul 85
NOTE- 58p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; *Black Youth; Discipline; *Inner City; Interpersonal Competence; *Kindergarten Children; Modeling (Psychology); *Primary Education; *Prosocial Behavior; Social Studies; *Student Behavior; Units of Study

This paper describes a social studies unit which addresses the problem of cultural dissonance in black, inner city kindergarten children who enter school without adequate classroom social interaction skills. In order to avoid using extensive academic time to orient children toward cooperative behavior and discipline procedures throughout the school year, step-by-step intervention program to promote prosocial behavior is offered. The program consists of modeling by an authority figure, practice of modeled behavior, video taping of the practice, and viewing the video tapes on a weekly basis for a period of ten weeks. Procedures for implementing the curriculum unit, as well as its setting, general goals, objectives, solution strategy, and calendar for implementation, are described in the body of the paper. A final chapter gives results, conclusions, and recommendations. (Author/DST)

ED 265 974 PS 015 643

Silin, Jonathan G.
The Early Childhood Educator's Knowledge Base: A Reconsideration.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 29p.; To be published as a chapter in Current Topics in Early Childhood Education, Volume 7, 1987, Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor.
CONTRACT- 400-83-0021
LANGUAGE- English

IDENTIFIERS- *Kansas

This booklet, translated into Spanish, is intended to inform (not advise) older Kansans about eligibility requirements and benefits provided by state and federal programs. Financial assistance programs discussed are Social Security, railroad retirements, veterans' benefits, unrestricted general assistance, Employee Retirement Income Security Act, food stamps, Low Income Energy Assistance, and weatherization. Health care programs outlined include Medicare, Medicaid, veterans' benefits, private insurance, Hill-Burton funds, and senior dental care. Housing information is provided about renting, public and private subsidized housing, homesharing, Continuing Care Retirement Community, extended family, nursing homes, alternatives to nursing home placement, and multi-purpose senior centers. Tax relief programs described are food sales tax refunds, homestead tax refunds, intangibles tax exemption, and federal tax benefits, credits, and refunds. Consumer topics addressed are deceptive and unconscionable practices, contracts, mail solicitation, warranty laws, funeral plans, utility users' rights, and consumer protection agencies. Rights are summarized regarding age discrimination, grandparents' rights, small claims, living wills, protective services, power of attorney, guardianship, and conservatorship. Estate planning information covers probate, wills, estate and inheritance taxes, trusts, payable on death accounts, and real estate transfers. Guidelines for seeking legal assistance are given. Relevant maps, agency addresses and telephone numbers, and checklists for evaluating nursing homes are appended. (NEC)

ED 265 988 RC 015 607

Barker, Bruce O.
The Advantages of Small Schools. ERIC Digests.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 12p.
CONTRACT- NIE-400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal

fairly, and quickly; (13) minimizing suspensions, expulsions, absenteeism, and tardiness; (14) ensuring that curriculum objectives, resources, and strategies meet student needs; (15) involving parents in schooling; (16) ascertaining and using community perceptions of the school; and (17) informing the public of school progress. (NEC)

ED 266 002 RC 015 624

Butterfield, Robin A.

Effective Practices in Indian Education. Curriculum Monograph. A Monograph for Using and Developing Culturally Appropriate Curriculum for American Indian Students.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 294p.; For related documents, see RC 015 622-623.
AVAILABLE FROM- Office of Marketing, Northwest Regional Educational Laboratory, 300 S.W. Sixth Ave., Portland, OR 97204 ($24.45).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *American Indian Education; *Core Curriculum; Course Content; Cultural Awareness; *Cultural Influences; *Curriculum Development; Curriculum Evaluation; *Educational Objectives; Educational Quality; Elementary Education; Guidelines; Inservice Teacher Education; *Relevance (Education); School Community Relationship; Teaching Methods
IDENTIFIERS- *Culture Based Curriculum; Effective Schools Research

Based on national effective schooling research translated into practices which have been tested in actual school settings, the monograph is designed to assist elementary educators develop and use culturally appropriate curriculum for American Indian students. The preface identifies contemporary American Indian values and traits; objectives of culturally appropriate curriculum; assumptions of culture learning; and the document's point of reference relative to the terms "curriculum," "culturally appropriate curriculum," and "culturally appropriate curriculum excellence." Part 1, which offers suggestions to help institutionalize culturally appropriate curriculum, is organized around key questions often asked by school staff attempting to locate, organize, and implement culturally appropriate curriculum.

report of the Paris meeting, discusses the scientific plan, the field program, data management, and modeling, with descriptions of relevant national programs in nine countries provided in appendices. These countries are Egypt, France, West Germany, Greece, Israel, Italy, Turkey, Cyprus, and the United States. A list of participants is also provided. The second part, the report of the Lucerne workshop, discusses: phenomenology and kinematics; general circulation; mesoscale dynamics; water mass formation; and air-sea interaction and remote sensing. Summaries of round table discussions on biological and chemical implications, data banks for the eastern Mediterranean, and methodologies/techniques are also included. The meeting agenda and a list of participants are provided in the appendices. (Author/JN)

ED 266 017   SE 046 399

Training of Science Teachers and Teacher Educators. Report of a Technical Working Group (Quezon City, Philippines, July 17-27, 1984).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKA/85/M/297-1500
PUB DATE- 85
NOTE- 78p.
AVAILABLE FROM- UNIPUB, 205 East 42nd Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- Developing Nations; Educational Trends; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; *Program Development; Science Education; *Science Teachers; Teacher Attitudes; Teacher Education Programs; *Teacher Educator Education; *Teacher Educators
IDENTIFIERS- *Asia; Open Competence; Pacific Region

Science educators from Bangladesh, China, India, Malaysia, Nepal, Pakistan, Philippines, Korea, and Sri Lanka met to: (1) review current experiences in the preparation of science teachers and teacher educators and their continuing education in the nine countries, as well as to consider major trends, issues, and problems related to the training and retraining of science teachers and teacher educators; (2) define and illustrate the concept of

Investigations in Mathematics Education. Volume 18, Number 4.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 85
NOTE- 73p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription, $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Algebra; *Computation; Educational Research; Elementary Secondary Education; *Fractions; Mathematics Achievement; *Mathematics Education; *Mathematics Instruction; *Minority Groups; Problem Solving; *Research Methodology; Sex Differences
IDENTIFIERS- *Mathematics Education Research; Mental Computation

This issue of the journal contains abstracts and critiques of 11 research reports. They concern: a case study of one child's strategies for mental addition; children's understanding of fractions; computation routines prescribed by schools; models in verbal problem solving; predicting eighth-grade algebra achievement; the effectiveness of microcomputers and flashcards for basic fact practice; minorities and mathematics achievement; order and equivalence of rational numbers; children's mathematical difficulties; sex differences in geometry proof writing; and mathematics achievement by American Indians and others. Research reports and articles listed in "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE) for April-June 1985 are also listed. (MNS)

ED 266 032 SE 046 417

Culler, Katharyn
Racially Integrating College-Preparatory Math Classes--An Evaluation of a University-High School Partnership.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 29p.
GRANT- G003201720
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

Reagan's Strategic Defense Initiative (SDI). Suggestions for cost-effective defense are followed by discussion of regional issues such as U.S. involvement in Central America, U.S. security interests, and achievement of U.S. objectives. Recommended ways of maintaining the diplomatic initiative precede the final section which examines the need for a new social contract. Topics in this section include information on the legal system, government and ethics, poverty and welfare dependency, education and American culture, health care delivery, the work force, and immigration. (LH)

ED 266 046 SO 016 550

United Nations General Information Kit.
United Nations, New York, N.Y. Office of Public Information.
PUB DATE- 84
NOTE- 269p.; Two wall charts have not been included due to reproducibility problems. The unit on Namibia and some brochures may not reproduce clearly.
AVAILABLE FROM- United Nations Sales Section, New York, NY 10017 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Civil Liberties; Disarmament; Instructional Materials; *International Organizations; Learning Modules; *Orientation Materials; Resource Materials; Secondary Education
IDENTIFIERS- Namibia; *United Nations

Intended to provide teachers, students, and the community with general information on the United Nations (UN), this kit contains a compilation of brochures, booklets, fact sheets, resource lists, and press releases on a variety of UN-related topics. The first three booklets, "United Nations Today-1984" (suggestions for speakers), "United Nations Day 24 October," "The United Nations at Forty," and "Report of the Secretary-General on the Work of the Organization" provide an overview based on main points made in annual reports of the organization by Secretary-General Javier Perez de Cuellar. "Come to the UN...It's Your World" provides information for those planning to tour the UN. Four press releases focus on UN headquarters, member states of the United Nations, plays an increasing role in policy decisions. Public opinion is then addressed as a variable with potential cost attached to it. Research focusing on bias or individual heuristics that systematically color the public's prediction of the risk associated with hazardous events is followed by a discussion of error variance, expert bias and infallibility of expert opinion, and the use of Bayesian statistics. It is concluded that because different sectors of society are differentially impacted by policy issues, there is a need for greater political balance in prestigious committees concerning risk assessment and policy decisions. (LH)

ED 266 060 SO 016 903

Joseph, Earl C.
Global High-Tech Economy Futures in the Information Age.
PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the Annual Meeting of the World Future Society (Washington, DC, August 8-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Culture Lag; Developed Nations; Developing Nations; *Economic Change; Economic Progress; *Futures (of Society); *Global Approach; *International Cooperation; International Trade; Microcomputers; Revolution; Social Change; *Technological Advancement; Technology
IDENTIFIERS- *Europe; *Information Society; Interdependence; Pacific Basin Countries; United States

It has become necessary to understand the expected trends and forces-of-change behind the global realities of technological advancement and the information age. The emergence of a new information age societal framework is rapidly altering the way in which social, business, economic, educational, and political exchanges are conducted. Motivating these changes is a high-tech economic equation, a technology insertion process, enabling us to "do more with less." Characteristics and dimensions of the information age environment include (1) information ecology, environment, and sociology; (2) information economy and capitalism; (3) information technology, tools, and systems; (4) information resources; (5) information conferencing and dialoguing, and (6) information politics. Without some command over the future in this high-tech information age arena, it will not be possible for Europe the founding of Bangladesh. Separate sections focus on the emegence of Bangladesh and early efforts at achieving UPE; efforts in UPE since 1972; educational planning and primary education; and progress towards UPE. A third portion of the report presents factors working against the achievement of UPE. It discusses inefficiency in schooling; qualitative aspects of UPE; the problem of inequality in educational planning; and an explanation for the failure to reach the goal of UPE. A final portion of the publication considers goals for the future: recommendations for what can be done; and a consideration of what reform in education can achieve in terms of socioeconomic equality. (LP)

ED 266 073 SO 016 923

Deem, Rosemary; And Others
Excellence, Reform and Equity in Education: An International Perspective. Occasional Papers Series, Number 13.
Ontario Inst. for Studies in Education, Toronto.; State Univ. of New York, Buffalo. Comparative Education Center.
PUB DATE- 84
NOTE- 185p.; For other occasional papers, see SO 016 920-922.
AVAILABLE FROM- Publications Department, Comparative Education Center, 428 Baldy Hall, State University of New York, Buffalo, NY 14260 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Comparative Education; Developing Nations; Economic Factors; *Educational Change; *Educational Diagnosis; Educational Philosophy; *Educational Policy; Policy Formation; Political Attitudes; Political Influences; Public Policy; Social Change; Social Environment; Textbook Publication; Womens Education

The five papers presented in this monograph deal with the implications of the criticisms of education and the calls for excellence now evident in a number of industrialized nations. While the issues discussed vary, there is a common concern to understand how current changes in educational policy may affect educational practice. "Women, Educational Reform, and the Process of Change" (Rosemary Deem) considers some of the attempts that have been made in Britain to reduce the amount of sexism in education, to offer better and fairer educational routes and experiences for girls, and to decrease gender inequalities within schools. "In/Forming

ED 266 086 SP 025 100

Dilworth, Mary E.; Perry, V. Y-Tessa
Teachers' Totter: A Report on Teacher Certification Issues. Occasional Paper of the Institute for the Study of Educational Policy No. 6.
Howard Univ., Washington, D.C. Inst. for the Study of Educational Policy.
PUB DATE- 84
NOTE- 123p.
AVAILABLE FROM- Institute for the Study of Educational Policy, Howard University, 2900 Van Ness St. N.W., Washington, DC 20008 (free).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Black Colleges; *Black Teachers; Court Litigation; Higher Education; *Minimum Competency Testing; Standardized Tests; *Teacher Certification; *Test Validity

Teacher certification issues are considered from the perspective of blacks in the profession. It is argued that teacher certification tests mandated by states threaten to reduce significantly the number of new minority teachers and seriously harm the historically black institutions of higher education that train teachers. The development of teacher training requirements, the history of blacks in the teaching profession, and the use of testing to prove accountability are considered. Recommendations are made on how teacher training and testing could be reorganized to be more effective and more sensitive to the concerns of minority teachers. Two federal court decisions on civil rights issues are appended. (JD)

ED 266 087 SP 026 500

Joels, Rosie Webb
A Follow-up Study of Selected Graduates from the College of Education, University of Central Florida: A Preliminary Report (#85-1).
University of Central Florida, Orlando. Coll. of Education.
PUB DATE- Jan 85

governor's committee on employment of the handicapped, protection and advocacy agency, developmental disabilities planning council, special education agency, model independent living centers, and state parent representative (for help in locating parent groups, federally funded parent training programs, and related information). (CL)

ED 265 703 EC 181 393

Behr, Shirley K.; And Others
A Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part III.
North Carolina Univ., Chapel Hill. Technical Assistance Development System.
PUB DATE- 83
NOTE- 113p.; For Part I, see ED 204 982; for Part II, see ED 229 934.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; Delivery Systems; *Demonstration Programs; *Disabilities; Preschool Education; *Technical Assistance

The report describes the third and final year of a 3-year case study of the technical assistance process as implemented by the Technical Assistance Development System (TADS) for the staffs of two demonstration programs for preschool handicapped children and their families. Following a review of TADS and the two demonstration programs, the development of the conceptual framework for the study is recounted. The bulk of the report is devoted to case reports of the technical assistance delivery process as it occurred during fiscal year 1981-82. A story-telling approach is used to present the observations regarding settings, individuals, events, and interactions. Processes described include initial needs assessments, phone conferences, followups, on-site and off-site consultations, and final interviews. (CL)

ED 265 704 EC 181 394

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affective Behavior; *Autism; *Communication Skills; *Language Acquisition; *Linguistics; *Speech Therapy; Young Adults

This paper examines the communication of autistic individuals and describes a speech therapy approach based on a view of speech as an archetypal reality, and suggests that the archetypal nature of speech manifests itself in autistic persons and that drumming or chanting can release the inner flow. Intervention techniques were used to create rapport (meaning-bonds) with two autistic young adults in the course of 8 months of group and individual sessions. In the first instance, pre-linguistic development took place after the age of puberty in an autistic person whose pre-linguistic development had been arrested. In the second case, the young adult increased his vocabulary, sentences, and interaction with other subjects. His success is ascribed to his feeling at ease to respond to people and events, choice of topics and materials adapted to his interest and capabilities, and presentation of materials in small, meaningful units that could be used in different communicative settings. (CL)

ED 265 721 EC 181 711

Greenlaw, M. Jean; McIntosh, Margaret E.
Literature for Use with Gifted Children.
PUB DATE- Sep 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Childrens Literature; *Creative Development; Curiosity; Elementary Education; *Gifted; Humor; Language Arts; *Personality Traits; *Reading Materials; Student Characteristics; Vocabulary; Young Children

The article examines ways to differentiate the material used in a reading program for gifted students (birth to age 9). Suggested books are provided for the following categories that correspond to recognized characteristics of gifted children: vocabulary (quality retellings of folk tales, word play, poetry, satire, and nuances of language); curiosity (wordless books, imaginative play, informational books on single topics); sensitivity (friendship,

53706 ($10.00).
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Bantu Languages; Cultural Education; Dialogs (Language); Foreign Countries; *Form Classes (Languages); Glossaries; *Grammar; Higher Education; Instructional Materials; *Phonology; Second Language Instruction; *Sentence Structure; *Vocabulary
IDENTIFIERS- Kenya; *Kikuyu

The third in a series of three volumes comprising a college-level course in Kikuyu, a Bantu language, this document contains four essays on the structure of the Kikuyu language, transcripts of taped paradigms, nine conversations, sixteen texts, and a glossary. The four essays, which are intended to supplement grammatical explanations, cover the phonology of Kikuyu, the noun class system, the verbal system, and clause structures. The paradigm transcripts and conversations are intended for review, reference, or reinforcement. The conversations include exercises and notes, and they are graded according to complexity. The 16 texts, intended for use in place of home exercises after Unit 13 of the longer or combined course, form the basis of class discussion and activities. The glossary contains all vocabulary items used in the two sets of course units and the essays, paradigms, conversations, and texts, as well as some additional useful terms. (MSE)

ED 265 736 FL 015 339

Carrasquillo, Angela; Segan, Frances
Staff Development: From the Bilingual Schoolroom to Beyond the Walls of the University.
PUB DATE- 84
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; Case Studies; Classroom Techniques; Cultural Education; Curriculum Development; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Preservice Teacher Education; *Program Development;

employment practices, the educational system, types of housing, medical care, money and banking, taxation, insurance, consumer education and protection, and the legal and law enforcement systems. A directory of important national, local, and emergency telephone numbers is appended. (RW)

ED 265 753 HE 018 184

Ford, David L., Jr.
Faculty Salary Differentials by Race: A Management School Case Study of Suspected Treatment Discrimination.
PUB DATE- 84
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Business Administration Education; Case Studies; *College Faculty; Comparative Analysis; *Equal Opportunities (Jobs); Full Time Faculty; Higher Education; Males; *Minority Groups; Personnel Policy; Racial Bias; *Racial Discrimination; *Salary Wage Differentials; *Teacher Salaries; Whites

The effect of race on faculty pay, controlling for length of service and academic rank, was studied at the School of Management at a medium-sized, southwest university. The objective was to determine whether racial bias or discrimination affect faculty salaries. All of the 22 full-time faculty in the study were male and held Ph.D. degrees. Seven were nonwhite: one was Black, three were of East Indian descent, and three were of Chinese descent. Only faculty who had been at the university 3 years or more and had received at least two pay raise evaluations were assessed. All but three had the rank at the tenured associate professor level or higher. Using multiple regression analysis, it was found that white faculty received on the average $462 more than nonwhite faculty in annual salary raises, and they earned on the average $4,200 more than nonwhites. Rank accounted for a difference in salary raises of

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; Annual Reports; *College Programs; *Community Education; *Continuing Education; *Cultural Activities; Foreign Countries; Higher Education; *Professional Continuing Education; School Community Relationship
IDENTIFIERS- *University of British Columbia (Canada)

Continuing education activities of the University of British Columbia for the 1984-1985 academic year are reported, with attention to noncredit offerings. For various faculties, schools, and departments providing continuing education, information is provided on objectives of the sponsoring unit, progress toward achieving objectives, types of offerings and enrollments, and staff members. Information is presented on: the Centre for Continuing Education; the Division of Continuing Education in the Health Sciences; professional continuing education programs of the School of Social Work, the Faculty of Agricultural Sciences, and the Faculty of Education; the Community Sports Services Adult Program of the School of Physical Education and Recreation; exhibits and programs of the Museum of Anthropology; the university's botanical garden; free public lectures and educational offerings; exhibits and public information services; scientific and art exhibits; public concerts and theater performances; meetings of learned and professional societies; province-wide continuing education services; and the university's speakers bureau. A statistical summary of the university's continuing education program for 1984-1985 is included. (SW)

ED 265 767 HE 019 010

Winans, Glen T.
Implementing Microcomputers in Academic Departments: Changing the Face of Academic and Administrative Life at the University of California, Santa Barbara.
PUB DATE- 11 Dec 85
NOTE- 12p.; Paper presented at the CAUSE National Conference (New Orleans, LA, December 11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Computer Literacy; *Computer Oriented Programs; Data Processing; Decentralization; Department Heads; *Departments; Higher Education; Management Information Systems;

Association for the Study of Higher Education.

REPORT NO.- ISBN-0-536-05085-6
PUB DATE- 85
NOTE- 398p.
AVAILABLE FROM- Ginn Press, 191 Spring Street, Lexington, MA 02173 ($23.96).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; Career Ladders; Collective Bargaining; *College Faculty; Community Colleges; *Faculty Development; Faculty Evaluation; Governance; Higher Education; Instructional Improvement; Labor Market; Minority Groups; Part Time Faculty; Retrenchment; *Teacher Role; Teacher Student Relationship; *Teaching (Occupation); Teaching Conditions; *Tenure; Women Faculty; Writing for Publication
IDENTIFIERS- Faculty Publishing

The academic profession is discussed in 25 articles that cover: the current status of the professoriate, the faculty culture and nature of the career, teaching/research roles, women and minority faculty, part-time and two-year college faculty, and faculty development/evaluation. The book is intended as a reader for students in graduate programs in higher education administration. Bibliographies on each of the topics presented are included. Titles and authors are as follows: "Stark Realities: The Academic Profession in the 1980s" (Phillip G. Altbach); "The Changing Social Origins of American Academics" (Seymour Martin Lipset, Everett C. Ladd, Jr.); "The Job Market for College Faculty" (Richard B. Freeman); "A Framework for Academic Careers" (D. W. Light, Jr., L. R. Marsden, T. C. Corl); "Personal History and Professional Career" (Marvin Freedman and Associates); "The Academic Career as a Developmental Process: Implications for Higher Education" (Roger G. Baldwin, Robert T. Blackburn); "The Academic Reward Structure in American Higher Education" (Howard P. Tuckman); "Faculty Culture" (Burton R. Clark); "Academic Freedom and Tenure: Statement of Principles, 1940;" "Tenure: A Summary, Explanation, and 'Defense'" (William Van Alstyne); "The Work Experience of American College Professors: Some Data and an Argument" (E. Ladd); "The Motivation to Teach" (James L. Bess); "Social-Psychological Accessibility and Faculty-Student Interaction beyond the Classroom" (Robert C. Wilson, Lynn Woods, Jerry G. Gaff); "The Superior College Teacher from the Students' View" (Kenneth A. Feldman); "Research Note: Correlates of Faculty Publications" (R. Blackburn, Charles E. Behymer, David E. Hall); "Faculty Organization and Authority" (B. Clark); "Academics and Governance" (Logan Wilson); "From 'Assessing the Impact of Faculty Collective Bargaining'" (J. Victor Baldridge,

DESCRIPTORS- Administrators; Adult Education; *Bibliographies; College Curriculum; College Faculty; *College Instruction; College Planning; *College Students; Comparative Education; Educational Facilities; Educational Finance; Educational History; Educational Philosophy; *Educational Research; *Higher Education; Policy Formation; Political Influences; *Postsecondary Education as a Field of Study; Two Year Colleges; Universities

A total of 932 bibliographies on higher education topics are cited, nearly all since the 1960s. The bibliographies are listed under the following categories: comprehensive sources; history and philosophy of higher education; four-year institutions; two-year institutions; students; faculty; administrators and support staff; curriculum and instruction; financial management; administrative behavior; research, planning, and policy development; social and political issues; physical plant management; comparative higher education; and adult and lifelong education. Short annotations are provided for a few bibliographies where titles are not clearly indicative of subject. A list of publications on higher education as a field of study are appended, along with a directory of higher education research centers and advanced programs. Author and subject indexes are included. (SW)

ED 265 794 HE 019 043

Campus Telephone Systems: Managing Change.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

REPORT NO.- ISBN-0-915164-27-2

PUB DATE- Dec 85

NOTE- 130p.

AVAILABLE FROM- NACUBO, P.O. Box 35024, Washington, DC 20013 ($22.00 per copy, nonmembers; $15.00 per copy, members).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134)

DESCRIPTORS- Case Studies; *Change Strategies; *College Administration; Consultants; Decision Making; Glossaries; Higher Education; *Program Costs; *Technology; Telephone Communications Industry; *Telephone Communications Systems

IDENTIFIERS- McPherson College KS; University of Tennessee Knoxville

Issues facing a college or university that seeks to change its

PUB DATE- 86
NOTE- 16p.
AVAILABLE FROM- Council on Postsecondary Accreditation, One Dupont Circle, Suite 305, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Agency Role; *Articulation (Education); Change Strategies; College Role; *Educational Innovation; Educational Objectives; *Educational Quality; *Postsecondary Education; Undergraduate Study
IDENTIFIERS- *Institutional Mission

Issues concerning postsecondary educational quality and accreditation are addressed. To pursue excellence, colleges and accrediting agencies must: build on present strengths and recognize the need for continuous improvement; respond to demographic changes and the growth of knowledge and technology; pursue well-defined missions and objectives; view accreditation as a major means of self-regulation; and respect the value of diversity, continuity, and innovation. Different types of colleges serve diverse populations, and complex skills learned in college are built on basic skills developed earlier. Innovative arrangements among institutions include: high school students enrolled in college classes and projects, and faculty exchanges between schools and colleges. The quality of an educational process relates to: the appropriateness of its objectives, effective use of resources to achieve objectives, and the degree to which objectives are achieved. Accreditation helps promote quality in two areas: the continuing demand for stating and refining institutional mission and program objectives, and emphasis on breadth as well as depth in undergraduate preparation. Responsibilities of colleges and accrediting bodies are identified that are essential to maintaining and improving postsecondary educational quality. A press release concerning the report is included with the document. (SW)

ED 265 808 HE 019 059

Gale, Robert L.
Nominating Committee. AGB Standing Committee Series.
Association of Governing Boards of Universities and Colleges, Washington, D.C.

Reeher, Kenneth R.; Davis, Jerry S.
National Association of State Scholarship and Grant Programs. 17th Annual Survey Report, 1985-86 Academic Year.
National Association of State Scholarships and Grant Programs.
PUB DATE- Jan 86
NOTE- 220p.; Parts of document contain small print.
AVAILABLE FROM- Pennsylvania Higher Education Assistance Agency, Research and Statistics, 660 Boas Street, Towne House, Harrisburg, PA 17102 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Comparative Analysis; Eligibility; Evaluation Criteria; Financial Aid Applicants; *Grants; Higher Education; National Surveys; *Need Analysis (Student Financial Aid); Public Policy; *Scholarships; State Agencies; *State Aid; *Student Financial Aid
IDENTIFIERS- No Need Scholarships

Results of the 1985-1986 survey of the National Association of State Scholarship and Grant Programs (NASSGP) are presented. Data are included on: amount and number of awards to undergraduate and graduate/professional students for both need-based and non-need-based scholarship and grant programs by state; number and amount of awards for competitive and need-based undergraduate comprehensive programs; the number of financial aid applicants and recipients, total dollars awarded, and rejections; the date of program initiation and the maximum and average awards; awards for need-based scholarship and grant programs for attendance at public and private colleges; and State Student Incentive Grant program activities by state. Information is also provided on: application procedures and schedules by state and program; criteria for evaluating financial aid applicants; types of institutions eligible for state aid by program; changes planned for programs or operations in 1986-1987; and policy issues and new financial aid programs under consideration. Estimated 1985-1986 award distributions by categories for comprehensive undergraduate need-based scholarship and grant programs are included, along with comparative data for 1979-1986, and a NASSGP directory with address, telephone number, and names and titles of officers. (SW)

activities; (9) class simulation activities; (10) definitions of LOGO headings and coordinates; (11) commands for LOGO color codes and numeric operations; and (12) LOGO and OKL management aides (OKL mazes and turtle games). Transparency masters are included for some games. (JB)

ED 265 834 IR 011 958

Petruk, Milton W.
Microcomputers in Alberta Schools--1985. A Final Report on the Results of a Resource Survey of Alberta Schools.
Alberta Univ., Edmonton. Faculty of Education.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Courseware; Data Processing; Elementary Secondary Education; Inservice Teacher Education; *Microcomputers; Questionnaires; School Surveys; Tables (Data); Teaching Methods; Use Studies
IDENTIFIERS- Alberta; *Computer Uses in Education; LOGO Programing Language

To determine the number and current use of microcomputers in Alberta's elementary, junior, and senior high schools, a total of 1,509 schools were surveyed. The results, as reported by 1,271 schools (84.2%), showed the total number of microcomputers to be 13,748. To provide more in-depth information, schools were categorized by six instructional levels and survey results were tabulated both by school level and by microcomputer brand category. Data indicate Apple computers dominate at the elementary and junior high level; however, this dominance seems to weaken at the senior high level. Another aspect of the survey sought to determine how many microcomputers schools would buy in the next fiscal year; results of this projection showed that the 1,271 respondents expected to purchase an additional 6,859 microcomputers during this period. It was concluded that the computer literacy program is strong at the elementary and junior high school levels, while courses in computer processing seem to be more popular at the senior high level. One of the biggest obstacles to the implementation of instructional computing is identified as the lack

Edwards, Ethan A.; Siegel, Martin A.
Teaching Generalizations Using a Computer-Based Drill Strategy.
PUB DATE- Apr 85
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Analysis of Covariance; *Computer Assisted Instruction; *Concept Teaching; *Drills (Practice); Higher Education; Individualized Instruction; Instructional Design; Intermode Differences; Learning Strategies; Mathematics Instruction; *Microcomputers; Models; *Recall (Psychology); *Review (Reexamination)
IDENTIFIERS- *Instructional Effectiveness; PLATO IV

The Corrective Feedback Paradigm (CFP), a computer-based instruction model, addresses the problem of inefficient sequencing of items in a set to be learned by suggesting the use of an increasing ratio review schedule for presenting drill items. With this system, items answered correctly are either removed from the list entirely or replaced at the end of the stack of items; if an incorrect answer is given, the missed item is inserted in the stack of drill items according to a specified spaced review schedule. To determine the effectiveness of increasing ratio review for teaching generalizable concepts, 51 subfreshman, enrolled in one of three Algebra I classes at a university laboratory high school, utilized the PLATO system to study the generalizations suggested by the relationship between the equations for curves. For purposes of the experiment, three drill paradigms were used: (1) increasing ratio review with generalized item generation (IRR-GEN); (2) increasing ratio review with fixed items (IRR-FIX); and (3) immediate review only with generalized item generation (IMM-GEN). Pre- and posttests were given to subjects who were randomly assigned to three treatment groups. It was found that the systematic review of difficult items helped the IRR-GEN subjects to remember the concepts over time better than the immediate review treatment helped the IMM-GEN group. There was also a significant difference in posttest performance between the IRR-FIX and IMM-GEN groups. These differences support the claim that increasing ratio review techniques can be successful in enhancing traditional drills to teach generalizations. PLATO system directions and the study posttest are appended, and a list of references is provided. (JB)

ED 265 861 IR 051 379

Griffiths, Jose-Marie; And Others
New Directions in Library and Information Science Education. Final Report. Volume 2.8: Records and Information Manager Competencies.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 84
NOTE- 25p.; One of 12 volumes supplementing the Final Report on this project (IR 051 371).
CONTRACT- 300-82-0152
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - General (130)
DESCRIPTORS- *Competence; Employment Patterns; *Information Scientists; *Job Performance; Job Skills; Library Research; *Library Services; Occupational Information
IDENTIFIERS- Competency Identification Procedures; Competency Lists; Information Industry; *Information Management; *Records Management

This document contains validated activities and competencies needed by information professionals working as records and information managers. The activities of information professionals are listed by function: records and information program management; systems analysis; records center administration; general administration; planning; financial management; policies and procedures; activities management; systems analysis and design; facilities, equipment and supplies, and contract services; personnel management and staff development; communications; marketing and public relations; and research and development. The competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience). (THC)

ED 265 862 IR 051 380

state laws and regulations pertaining to local government records; explanations of terms used in the manual; and a list of findings and recommendations and the full text of the section on local government records from "Toward a Usable Past," the New York State Historical Records Advisory Board's 1984 report to Governor Cuomo. (THC)

ED 265 876 IR 051 419

Freeman, Evelyn B., Ed.; Peterson, Lee T., Ed.
Networking: A Case Study and Developmental Model.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Department of Education, Washington, D.C. Teacher Corps.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 82
NOTE- 79p.
CONTRACT- 300-78-0329
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Economically Disadvantaged; *Federal Programs; Higher Education; Information Networks; Institutional Cooperation; *Organizational Development; Professional Associations; *Professional Development; Program Descriptions; *Regional Cooperation; *Teacher Education
IDENTIFIERS- *Networking; *Teacher Corps

This publication examines the process of networking, which is defined here as a framework to provide technical support between and among professionals. The process of networking is explored over a 7-year period as it served directors of the Midwest Teacher Corps, one of 12 networks established on a geographical basis by the Teacher Corps Program, a national effort begun in 1965 to address the educational needs of low income students. In seven chapters, each by a different author, the process of networking is evaluated and subjected to a number of critical assessments. Following a preface and introduction, the chapters are: (1) "Developing an Understanding of Professional Networks" (Jacqueline Lougheed); (2) "Midwest Teacher Corps Network: Insiders' Views" (William Patton); (3) "Organizational Structure" (Richard Hammes); (4) "Developmental Network Model" (Evelyn B. Freeman); (5) "Practical Concerns Related to Networking" (Leo W. Anglin and Dale

ED 265 890 JC 860 047

Byrd, Ann Marie
Four Dimensions of Staff Development Activities as Related to Part-Time Community College Instructors' Needs, Awareness, and Levels of Participation.
Florida Univ., Gainesville. Inst. of Higher Education.
SPONS. AGENCY- Florida Association of Staff and Program Development.
PUB DATE- Jul 85
NOTE- 64p.; Based on a dissertation completed at the University of Florida.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Community Colleges; *Faculty Development; Inservice Education; Needs Assessment; *Part Time Faculty; *Professional Development; *Teacher Attitudes; *Teacher Participation; Two Year Colleges

A study was conducted to analyze four dimensions of community college staff development activities (i.e., instructional, personal, professional and organizational) as related to part-time instructors' needs, awareness, and participation. Study findings, based on a telephone survey of staff development officers in Florida, a survey of 262 part-time instructors at three Florida community colleges, and a survey of the staff development directors of the three institutions, included the following: (1) only one of the three colleges offered training for part-time faculty in all four developmental areas; (2) although respondents indicated that the training they had received was useful to them, they also identified current needs for training that were not being met; (3) "training in the latest instructional trends" was considered the most needed by faculty; (4) at one institution, "training in student development needs" had the least amount of participation (4.7%), yet showed the highest amount of need (63.[illegible]%); and (5) at one institution, over 50% of the part-time instructors expressed a need for training activities in areas that were considered of little use by the staff development director. The survey instrument is appended. (LAL)

implementation, findings about students' skills levels, and placement policies. Finally, conclusions are presented, emphasizing: (1) the importance of skills assessment for translating the community college's open door policy into student retention and success; (2) specification of skills required in college level courses; (3) testing instruments that accurately and incrementally measure skills; (4) remedial curriculum staffed by faculty committed to developing these skills; (5) clearly stipulated performance goals and completion time frames set and monitored for students; (6) post-evaluations to determine when exit proficiency has been achieved; (7) regular interaction between students identified as being in need and faculty, advisors and counselors; and (3) financial support for administrative/faculty personnel, facilities, and monitoring systems for the program. (LAL)

ED 265 904 JC 860 074

Houpt, Ann
Academic Advising in the Community College.
SPONS. AGENCY- Princeton Univ., NJ. Mid-Career Fellowship Program.
PUB DATE- Sep 85
NOTE- 16p.; In: Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University (JC 860 072).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Advising; *Community Colleges; *Counseling Objectives; Educational Counseling; Faculty Advisers; Program Improvement; Two Year Colleges

After discussing the importance of good academic advising, this paper briefly describes the status of advising in 15 community colleges (all but one in New Jersey), highlights especially salient issues, and offers suggestions for the improvement of student advising. Introductory comments point out the benefits of academic advising to the student and the college when it is done well. Next, survey findings are presented regarding academic advising goals, needs, policies, training, personnel, and strengths and weaknesses at the 15 colleges. The paper then compares the local survey findings with the results of a national survey and an analysis of current literature, revealing that the four basic questions in advising were: (1) What are the goals of advising? (2) Who does the advising and what are its rewards? (3) What kind of training needs

national and state-level reports on the status of education. The sub-committee identified a number of issues relative to the quality of public education. This report identifies and discusses these issues, focusing on concerns related to: (1) curriculum and standards, and the negative consequences of returning to a classical, monolithic curriculum; (2) steps undertaken in Colorado to ensure the quality of vocational education programs; (3) the responsibility of public secondary education to prepare students for the world of work; and (4) high school/community college cooperation in areas such as advanced placement, early admissions programs, and high school fast-track programs. The next sections of the sub-committee's report identify issues that have yet to be resolved and suggest a series of steps for further action. Appendices provide the SBCCOE staff paper, "The Philosophy and Principles of Vocational Education"; the SBCCOE position paper on high school/community college cooperation; and a paper, "'A Nation at Risk'--The Forgotten Majority," prepared by the State Advisory Council for Vocational Education that criticizes the report by the National Commission on Excellence in Education for ignoring vocational education in the call for education reform. (LAL)

ED 265 918 JC 860 090

Taylor, Lyndon E.
Future-Look: An Examination of the Future of the Community College from the Perspective of the Environmental, Economic, and Educational Influences on Courses, Programs, and Services.
North Orange County Community Coll. District, Fullerton, Calif.
PUB DATE- Jan 85
NOTE- 123p.; Appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Economic Climate; *Economic Factors; Educational Change; Educational Planning; Educational Supply; *Educational Trends; Employment Patterns; Employment Projections; Enrollment Projections; Enrollment Trends; *Environmental Influences; *Futures (of Society); Prediction; Social Change; Sociocultural Patterns; Trend Analysis; Two Year Colleges

An examination is provided of the environmental, economic, and educational factors that will influence the courses, programs, and

and cognitive skills of children from birth to 24 months, 24 months to 36 months, 36 months to 48 months, and 48 months to 60 months. Also assessed at each of the age levels are children's self-help skills. In answering questions such as "Does your child calm down when you comfort him?" parents choose from these responses: "My child does this consistently," "My child is starting to do this," "My child does not do this," "I would like doing this to be a goal for my child," or "I'm not sure why this is important for my child to do." Directions suggest that many persons may be involved in answering the questions, including family members, babysitter, daycare teacher, next door neighbor, and/or friend. Parents are instructed to complete the section assessing affective behavior and select the age-related section that best matches their child's level of functioning. (RH)

ED 265 932 PS 015 577

Snow, Charles W.
Which Is Better for Young Children - Family Day Care or Center Care?
PUB DATE- Nov 85
NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (New Orleans, LA, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Development; Comparative Analysis; *Day Care Centers; *Early Childhood Education; *Educational Environment; Educational Quality; *Employed Parents; *Family Day Care; Family Environment; Group Experience; Research Problems; Selection; Trend Analysis

Using 20 comparative research studies, this paper compares advantages and disadvantages of family day care and center care. The results are discussed in terms of (1) the effects of family day care and center care on the intellectual, emotional, social, and physical development of young children and their parents; (2) the environmental differences between the two types of care; and (3) the implications for parents. For the most part, these research reports are contradictory and inconclusive, and only two rather weak trends are discerned. When differences between family day care and center care children are reported on measures of cognitive and motor performance, the results tend to favor center day care. On the other hand, studies reporting differences in emotional development. The process through which children learn to identify with a particular sex role is explained by learning, psychoanalytic, and cognitive-developmental theories. A brief outline of the bibliotherapeutic process and techniques for implementing bibliotherapy are discussed. A selected list of current preschooler's literature dealing with sex role development is presented. (DST)

ED 265 947 PS 015 603

Jaworski, Anne Porter; Riley, Stephanie Mueller
When Curriculum Does Not Match Readiness.
PUB DATE- Apr 85
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Demography; Elementary Education; *Elementary School Students; Grade Repetition; Kindergarten; Longitudinal Studies; *Parent Attitudes; Questionnaires; *School Entrance Age; Self Esteem; Student Adjustment; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Developmental Placement

To evaluate the long term impact of developmental placement, a longitudinal study was initiated with over 500 subjects from a variety of school settings across the state of Michigan. Three groups of subjects were selected: (1) children recommended for a "growth year" before entering kindergarten who followed the recommendation, thus delaying entry to kindergarten for 1 year; (2) children similarly recommended who did not follow the recommendation, thus entering kindergarten at the expected chronological age; and (3) a control group of randomly selected classmates. Questionnaires for parents, teachers, and children covered demographic information, school adjustment, school achievement, and self-esteem information. Results from the fourth year of this study on the effects of giving children a growth year are presented here. Parents indicate that they made the right decision, and would recommend a growth year to friends with children in similar circumstances. Questionnaires with responses are included. (RH)

environmental views of Basil Bernstein, and Smedslund's critique of Piaget. Section 2 describes the child in the social, physical, institutional, and symbolic worlds; subsequent discussion gives special attention to communication and the acquisition of language. Section 3 explores implications of brain research for determining children's readiness for school, focusing especially on the views of Bernice McCarthy concerning different functions of brain hemispheres. Her model for looking at different learning styles and modes of processing information is described along with other aspects of her work, including the need to evaluate children learning differently through different styles. Section 4 concerns issues such as changes in family and parent role, gender development, peer influences, racial awareness, minority children in Alberta, child rearing, the special problems of adolescents, and implications for schools. (RH)

ED 265 961 PS 015 625

How to Evaluate your ECS Program (1984).
Alberta Dept. of Education, Edmonton. Early Childhood Services.
PUB DATE- 84
NOTE- 36p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Guides; Check Lists; *Day Care; *Early Childhood Education; Educational Objectives; Foreign Countries; *Preschool Education; *Program Evaluation; Questionnaires; Surveys
IDENTIFIERS- Canada

This kit of materials is intended to assist local operators providing early childhood services (ECS) in evaluating their entire program or some aspect of it. Contents which are presented in topical outline form (1) stress the importance of objectives and list characteristics of a useful objective; (2) discuss planning an evaluation by deciding what will be evaluated, compiling available information, collecting needed additional information, deciding data gathering and reviewing issues, and deciding who will be responsible for carrying out recommendations for program improvement; and (3) very briefly describe four data gathering methods. Checklists for reviewing objectives and the evaluation plan are provided. In addition, examples of evaluation forms are

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Early Childhood Education; *Educational History; *Educational Theories; Politics of Education; *Psychological Studies; Research Needs; Teacher Attitudes; Teacher Education
IDENTIFIERS- Critical Analysis; *Critical Theory; Phenomenological Research; Piagetian Theory; *Psychological Influences

Questions of how and why early childhood education has come to rely on a psychological perspective are examined and problematic aspects of the discourse of early childhood education are explored. An overview of the history of early education discusses the replacement of idealistic by pragmatic perspectives, the influence of Darwin's use of the scientific method on educators' thought, the emergence of the field of child development, the role of normative studies of children, and the current reliance of early childhood educators on psychological rationales for program design. Subsequent discussion of educational interests and psychological theory initially differentiates the two domains and explores the limitations of the psychological perspective for the educator through a brief analysis of Piaget's work that focuses on decontextualized knowledge, reason and value in psychology, and the metaphoric view of stage theories of development. Concluding discussion deals with perennial problems, such as the nature of appropriate knowledge for the young and the basis for the early childhood educator's professional expertise; future directions are advocated for early educators that would involve a qualitative shift in how and where knowledge is sought and in how they think about themselves, their work, and the children they teach. (RH)

ED 265 975 PS 015 646

Kendall-Tackett, Kathleen A.; Spear, Paul S.
The Effects of Intraprogram Synopses on Children's Comprehension of Television Programming and Commercials.
PUB DATE- 84
NOTE- 19p.; Paper presented at the Annual Convention of the Western Psychological Association (San Jose, CA, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Classroom Environment; Class Size; *Educational Change; Educational Principles; Educational Quality; Educational Research; Elementary Secondary Education; Rural Schools; *School Size; *Small Schools
IDENTIFIERS- *Effective Schools Research; ERIC Digests

Small schools (with enrollments of 300 or less) are being rediscovered as models for effective schools. Currently 26.9% of America's school systems enroll over 500,000 students in more than 26,000 small schools staffed by 50,000 teachers. Small schools have pioneered many educational "innovations": non-graded classrooms, individualized instruction, cross-age groupings, peer tutoring, and emphasis on the basics. Current efforts to reduce student/teacher ratios, use the community as a resource, and "mainstream" mildly handicapped pupils also have their roots in the small schools of the past. Small schools offer benefits in areas of personal relationships, student morale, teacher-student interaction, administration, and curriculum and instruction. Although research on optimum school size is mixed, research suggests that class size is related to pupil achievement, smaller classes are more conducive to improved pupil performance, smaller classes provide more opportunities to meet individual needs, pupils in small classes have more interest in learning, and teacher morale is higher in smaller classes. Strengths inherent in small schools that support characteristics/practices associated with findings from "effective schools' research" include orderly, serious, safe, attractive school climate, clear school mission; strong administrative leaders who emphasize instruction; high expectations for student achievement; presence of student, staff, and school evaluation systems; supportive home/school relations. (NEC)

ED 265 989 RC 015 608

Schroeder, William; And Others
A Survey of Attitudes Toward the Russell-Tyler Pairing.
Mankato State Univ., MN. Bureau of Field Studies and Research.
SPONS. AGENCY- Independent School District 409, Tyler, MN.; Independent School District 418, Russell, MN.
PUB DATE- Jun 83
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

Issues are related to resources, content, integration, instructional techniques, community involvement, and staff inservice. Part 2 focuses upon issues and special strategies needed to develop culturally appropriate curriculum including Indian community and school responsibilities, sources of funding, use of goals/objectives, guidelines for selecting culturally appropriate curriculum, accuracy of content, copyright/ownership maintenance, quality assurance, product dissemination, staff inservice curriculum training and product evaluation. Part 3 is a 33-item selective bibliography. (NEC)

ED 266 003 RC 015 625

Sealey, D. Bruce; Riffel, J. Anthony
The Development of Education in Fairford: A Community Manual.
PUB DATE- Jan 86
NOTE- 58p.; Prepared at the request of Interlake Tribal Division for Schools, Ashern, Manitoba.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *American Indian Education; *Canada Natives; Change Strategies; Community Control; Community Involvement; Cultural Influences; Curriculum Development; *Educational Change; Educational Improvement; Elementary Secondary Education; Foreign Countries; Organizational Change; *Parent School Relationship; Program Evaluation; *Program Implementation; School Community Relationship; *School Responsibility; Small Schools; Student Responsibility; Teacher Evaluation
IDENTIFIERS- Canada; *Community Controlled Education; Manitoba (Fairford)

Prepared by independent evaluators at the request of the Interlake Tribal Division for Schools, this report assesses the status of education in Fairford and makes recommendations for comprehensive educational improvements that would enable the community to regain local control of education. The opening sections describe the present situation, noting the poor condition of the physical plant and high rates of student deceleration and dropout. A section on community opinion reports concern over low academic standards and inadequate funding, a strong commitment to education, and an underlying dissatisfaction with the way the school system operates.

"open competence"; (3) identify the competencies and attitudes needed by science teachers and science teacher educators to cope with changes in science education; (4) suggest strategies for designing and developing science teacher education programs at the pre-service, in-service, and continuing education levels, with focus on developing open competence; and (5) make suggestions for follow-up inter-country cooperative activities and national actions. Each of these areas is addressed in separate chapters of this five-chapter report. A list of participants, resource persons, and observers is included. (JN)

ED 266 018 SE 046 400

Pupil Evaluation in Science. Report of a Study Group Meeting (Penang, Malaysia, January 9-18, 1985).
National Park Service (Dept. of Interior), Washington, D.C.
REPORT NO.- BKA/85/M/233-1500
PUB DATE- 85
NOTE- 39p.
AVAILABLE FROM- UNIPUB, 205 East 42nd Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Elementary School Science; *International Cooperation; *International Educational Exchange; *Science Consultants; *Science Education; Science Instruction; Science Supervision; Scientific Literacy; Secondary School Science; *Student Evaluation; *Student Improvement
IDENTIFIERS- *Asia; Pacific Region

Science education specialists from Asian and Pacific countries convened to explore issues related to the evaluation of pupil science learning. This document contains a synthesis of the discussions and findings of the meeting. Summaries of the study group's deliberations are provided in four sections. Chapter 1 describes the participating countries' experiences concerning the nature of and problems in pupil evaluation. Common themes and issues are identified and discussed concerning instruction, the educational environment, and student attitudes. An analysis of current objectives and emphases of science education occurs in chapter 2. This chapter contains ideas on the purposes, prerequisites, influences, and constraints connected with pupil evaluation. Chapter 3 offers some possible solutions to the

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; College School Cooperation; High Schools; Hispanic Americans; *Honors Curriculum; *Mathematics Achievement; Minority Groups; *Program Descriptions; *Secondary School Mathematics

Evaluated was a three-year pilot project, the Academic Scholars Achievement Program. Its goals were: (1) to revitalize the college-preparatory mathematics program of two California high schools, and (2) to increase the number of minority students completing that program. Establishing collegial relationships between the faculties of the schools and the University of California at Berkeley, mathematics honors programs, active involvement by parents, and close working relationships with a Hispanic community were the four tasks involved. Only one school was evaluated, since the other was closed. The emotional climate at the school prior to the program's beginning is sketched, and the mathematics department and its course offerings are described. Then how each task was implemented is described and evaluated. Finally, the academic records of black students are examined, with analysis of the program's effect on their performance in mathematics classes and their persistence in taking mathematics. The evaluation is based on individual and group interviews and classroom observations. Problems with the honors programs and the parent component are noted, and the university-community relationships are briefly reported. The record of black students is discussed, and it is concluded that although the program was not successful in helping students who began in the slow track to move to the college-preparatory track, it did encourage schools to pay attention to the academic success rate of their minority students, encouraged students to contrive taking math, and created better communication between minority parents and school personnel. (MNS)

ED 266 033 SE 046 418

Marchand, Lois C.; And Others
Assessing Cognitive Levels in the Classroom. Final Report.
Alberta Dept. of Education, Edmonton.
PUB DATE- Sep 85
NOTE- 238p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Comprehension; Course Content;

membership of principal UN organs in 1984, and UN conferences and special observances. Topical issues materials include three booklets, "Human Rights: 50 Questions and Answers about Human Rights and United Nations Activities to Promote Them," "Universal Declaration of Human Rights. Final Authorized Text," and "United Nations Image and Reality: Questions and Answers about Management, Finance, and People." A wall chart containing maps and information about the UN and Namibia precedes a fact sheet listing UN information materials on disarmament (including a list of libraries and information centers receiving UN publications), a list of books and pamphlets about the UN, and information on inquiries that are frequently addressed to the UN Public Inquiries Unit. (LH)

ED 266 047 SO 016 562

World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Educators Based on the Work of Participants in the UN Fellowship Programme for Educators (1975-1981) and the UNESCO Associated Schools Project.

United Nations, New York, N.Y.

PUB DATE- 83

NOTE- 248p.; Several sections contain pages with small print and maps and photographs that may not reproduce clearly.

AVAILABLE FROM- United Nations Sales Section, New York, NY 10017 (Order No. E. 83.1.12-02300, $23.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Citizenship Education; Community Cooperation; Conflict Resolution; *Cross Cultural Studies; Developing Nations; Elementary Secondary Education; Environmental Education; Foreign Policy; *Global Approach; Higher Education; Instructional Materials; Interdisciplinary Approach; International Cooperation; International Relations; Learning Activities; Peace; Social Studies; Teacher Education; Values Education; *World Affairs; *World Problems

IDENTIFIERS- Interdependence; United Nations

This sourcebook is designed to provide prototype materials on world issues suitable for adaptation to national and regional needs. Materials can also be adapted for many curriculum subjects at levels ranging from kindergarten to grade 12. A total of 26 units are organized into five sections. Following a foreword, or any other country to remain and/or become competitive in the interconnected global economy. The European Economic Community (EEC) is falling behind in the crucial race for its economic and industrial well being, with the United States capturing over 70 percent of the world market in high-tech microcomputers, and Japan surpassing all of Europe. The emerging shift in the United States and world economy from the European countries to the Pacific Basin countries presents a myriad of new opportunities, problems, outlooks, and power shifts. Future global events should be viewed as opportunities to plan and design through the use of proactive, anticipatory management rather than as problems to react against. (LH)

ED 266 061 SO 016 907

McNamara, Robert S.
The Challenges for Sub-Saharan Africa. Sir John Crawford Memorial Lecture (1st, Washington, DC, November 1, 1985).
PUB DATE- 1 Nov 85
NOTE- 49p.; This first Memorial Lecture was sponsored by the government of Australia.
AVAILABLE FROM- Consultative Group on International Agricultural Research, 1818 H St., N.W., Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Developed Nations; *Developing Nations; Ecology; *Economic Development; Environmental Influences; Financial Needs; Financial Policy; Financial Support; International Programs; Natural Resources; Population Education; Population Trends; Quality of Life; *Social Problems; *World Problems
IDENTIFIERS- *Africa (Sub Sahara)

The economic crisis in Sub-Saharan Africa threatens to condemn an entire continent to human misery unless stronger action is taken to control population growth, reverse ecological devastation, eliminate distortions in domestic economic policies, and increase external development finance. Substantial increases in financial assistance to Africa are needed, including a raise in bilateral aid of at least 30 percent per year, increased assistance of the World Bank, further debt rescheduling, and establishment of special research programs to increase the world's understanding of African ecological issues. Outside assistance, however, must be matched by

Schooling: Space/Time/Textuality in Cumpulsory State Provided 'Mass' Schooling Systems" (Phillip Corrigan) raises questions against certain dominant forms of theorizing, investigating, and explaining schooling. "The Political Economy of Text Publishing" (Michael Apple) analyzes the production of curricular materials from the perspective of cultural commodities production and consumption. "Parents, Children, and the State" (Miriam E. David) argues that the New Right government in Britain, much like that of the United States, is subtly constructing public economic, social, and educational policies that will radically alter the place of family in the socio-economic system. "Public Education and the Discourse of Crisis, Power, and Vision" (Henry Giroux) argues that public education in the United States faces a dual crisis: a neo-conservative threat to all public spheres and a failure of radical educational discourse to either illuminate the nature of the existing failures of American education or to provide a theoretical discourse for educational reform. (LP)

ED 266 074 SO 016 924

Adams, Clayton; And Others

Teaching about the Holocaust and Genocide: Introduction. The Human Rights Series, Volume I.

New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 85

NOTE- 137p.; For related volume, see SO 016 925. Some photographs and maps may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Anti Semitism; Bias; *Civil Liberties; Controversial Issues (Course Content); *European History; Futures (of Society); History Instruction; International Crimes; Learning Activities; *Nazism; Resource Materials; Secondary Education; Social Studies; Units of Study; War

IDENTIFIERS- Armenians; *Genocide; *Holocaust

Designed to assist secondary school social studies, English, and humanities teachers as they teach about the Nazi Holocaust, the first of two volumes serves as an introduction to the concept of human rights. Divided into a rationale and two units, each unit includes a statement of purpose, a list of objectives, and a group

NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Followup Studies; Foundations of Education; Higher Education; Methods Courses; Preservice Teacher Education; *Program Attitudes; *Program Evaluation; *Student Attitudes; Student Teaching; *Teacher Education Programs

This study sought to determine graduates' perceptions of program effectiveness in ten undergraduate areas of study at the University of Central Florida. Alumni responded to an original questionnaire that assessed three primary program components: foundations for teaching, specialization, and student teaching experiences. Questionnaire items included topics related to skills, knowledge, and affective factors found in required course descriptions. Respondents rated foundations and specialization topics on two dimensions: knowledge or instructional competence gained and usefulness. Data were analyzed separately for elementary education specialization areas and for secondary or K-12 certification specialization areas. Graduates rated four facets of the student teaching experiences: university coordinator, supervising teacher, coordination between university and school, and required time appropriateness. Graduates perceived their professional preparation positively, although there was variability within and across program components and areas of study. Alumni perceived teaching foundations least positively and the student teaching experience most positively. All majors had specific areas perceived as extremely strong, and some majors viewed their overall professional preparation as outstanding. (Author/JD)

ED 266 088 SP 026 583

Teaching as a Career. High School Students' Perceptions of Teachers and Teaching.
Florida State Dept. of Education, Tallahassee. Education Standards Commission.
PUB DATE- 7 May 85
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Choice; *High School Students; Secondary

Keeker, Susan M.
Recreation Therapy: Implications for the Ventilator Assisted Child.
PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Home Programs; *Leisure Time; Parent Education; Recreational Activities; *Special Health Problems; Staff Role; *Therapeutic Recreation
IDENTIFIERS- *Ventilator Dependence

The paper examines the role of the recreation therapist in the new trend towards home care for the ventilator assisted individual. The focus on home care necessitates that the recreation therapist familiarize parents with the rationale for activities as well as providing them with information about a variety of future leisure pursuits. In addition, emphasis should be placed on providing children with opportunities for control over their environment through adapted recreational equipment. Additional concerns of community reintegration and safety should be explored to promote successful leisure functioning within the home environment. (CL) peer relationships, relationships with adults); appreciation of beauty (quality illustrations); and humor (absurd situations, sense of fun, and word play). It is concluded that children's literature can become an important part of the reading program and that books can be representative of the strengths of gifted children. (CL)

School Districts; *Staff Development; Teacher Educator Education;
Teaching Methods

A discussion of the objectives, breadth, and strategies of staff development for bilingual education program supervisors, teachers, teacher educators, and program developers outlines principles for assessing educational needs and planning development programs. Recent experience in bilingual program staff development focusing on language teaching methodology and multicultural curriculum development is reviewed, and the common content and task emphases of development programs for teachers, supervisors, and teacher educators at the university level are analyzed. Economic and other resource considerations are discussed, and a practical approach to staff development program planning that involves case study analysis is recommended. Examples of representative case studies are presented along with analysis questions and illustrations of the staff development needs and strategies derived from each case study. Training issues and concerns and suggested program directions for the future are summarized. (MSE)

$25 per year. Persons with longer tenure received about $18 less than more recently hired persons in terms of annual salary raises. It was concluded that the process by which pay is determined appears to be biased against minority faculty. Implications for the enhancement of equal employment opportunity are discussed. A four-page list of references and several tables are appended. (SW)

*Microcomputers; Productivity; *Program Implementation; State Universities; Word Processing
IDENTIFIERS- *Academic Computing; Research Universities; *University of California Santa Barbara

The installation of 275 microcomputers in 34 academic departments over 18 months at the University of California, Santa Barbara, is discussed. This undertaking by the Provost's Office of the College of Letters and Science was designed to enhance faculty productivity by increasing access to computing, and to enhance administrative support to chairpersons and faculty by automating recordkeeping and word processing at the departmental level. The implementation process involved development of a decentralized computing philosophy, the decision to utilize microcomputers, the phased implementation of hardware, and provision of user support services. Attention is also directed to 10 consequences of the implementation that might interest other universities: (1) computer literacy enhanced productivity, (2) standardizing microcomputer hardware throughout the college had both positive and negative outcomes; (3) microcomputers facilitated faculty independence; (4) real-time computing changed expectations; (5) user support was necessary but expensive; (6) microcomputers became status symbols; (7) shared use by faculty was ineffective; (8) centralized computing was adversely affected; (9) interdepartmental communication was improved; and (10) the benefits exceeded the costs. (SW)

Frank R. Kemerer, Barbara Adams, Joyce Nahita, Caesar Naples, Sue Schlesinger, John A. Thompson); "In Between: The Community College Teacher" (Howard B. London); "Who is Part-Time in Academe?" (H. Tuckman); "Women and Minority Faculty" (Martin J. Finkelstein); "Faculty Development in a Time of Retrenchment" (Group for Human Development in Higher Education); "Are Instructional Improvement Programs Off-Target?" (R. Blackburn, Glenn R. Pellino, Alice Boberg, Colman O'Connell) "Faculty Development: The Institutional Side" (William Toombs); and "Goals and Procedures of Faculty Evaluation" (John A. Centra). (SW)

telephone system are raised in seven chapters. Major topics addressed by this resource guide are: telephone deregulation and changes in the telephone industry, the new technology available, how to manage a system, consultants, financing options, and institutional case studies. Specific areas of concern include: factors to consider when changing a system; management and cost controls; why and when to choose a consultant; financing for public and private colleges, and external funding. Technological concerns include: Private Branch Exchanges (PBX), analog transition vs. digital, PBX switching, PBX link to databases and computing facilities, PBX internal links, ancillary services, and PBX access to local area networks. Chapter titles and authors are as follows: "The Changing Telecommunications Environment" (Michael A. Toner); "Managing Change" (M. Toner); "Selecting a Consultant" (David C. Metz); "Financing a New Telephone System" (William B. Dougherty, John W. Sleasman); "Telephone System Technology" (John M. Urban); "Large-Institution Case Study: University of Tennessee, Knoxville" (Homer S. Fisher); and "Small-Institution Case Study: McPherson College" (James M. Dodson). A 240-item glossary is included. (SW)

PUB DATE- 86
NOTE- 21p.
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($2.50 members, $3.50 non-members).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- Administrator Characteristics; Administrator Evaluation; *Administrator Selection; *College Administration; *Committees; *Governing Boards; Higher Education; *Recruitment; Self Evaluation (Groups); *Trustees
IDENTIFIERS- Bylaws; *Nominating Committees

The responsibilities and structure of the college governing board's nominating committee are discussed. Five responsibilities are addressed: helping the board determine its composition in terms of influence, diversity, and talents; maintaining a viable list of candidates and cultivating top prospects; overseeing the orientation and deployment of new board members; reviewing the performance of incumbent trustees and overseeing periodic reviews by the board of its own performance; and nominating and reviewing board officers' performance annually. Usually a nominating committee should have seven to nine members, depending on the board's size. Because of the need for fund raising, various business and financial communities should especially be represented by appropriate trustees. Working procedures and points of discussion that should be covered by the committee are identified. A sample bylaw provision for the nominating committee is included, along with a form for profiling the committee, including age groups, sex, race, areas of expertise, geographical distribution, connections with the college, financial status (salaried/nonsalaried), and length of service. A short list of resources and other titles in the standing committee series are included. (SW)

of teachers who are computer literate; it is recommended that both pre- and in-service teacher education include computer literacy courses. Appendices include a sample survey package and a list of participating school jurisdictions. In addition, 30 data tables present findings on computer literacy, computer use, computer location in schools, and teacher attitudes toward MECC (Minnesota Educational Computer Consortium) software. These tables provide information for elementary, junior, and senior high schools as well as total results for all schools surveyed. (JB)

Griffiths, Jose-Marie; And Others
New Directions in Library and Information Science Education. Final Report. Volume 2.9: Archivist/Museum Professional Competencies.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 84
NOTE- 75p.; One of 12 volumes supplementing the Final Report on this project (IR 051 371).
CONTRACT- 300-82-0152
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - General (130)
DESCRIPTORS- *Archives; *Competence; Employment Patterns; *Information Scientists; Information Services; *Job Performance; Job Skills; Library Research; *Museums; Occupational Information
IDENTIFIERS- *Archivists; Competency Identification Procedures; Competency Lists

This document contains validated activities and competencies needed by information professionals working in an archive or museum. The activities and competencies are organized according to the functions which information professionals in archives or museums perform: acquisitions; cataloging/indexing; reference; exhibit management; and organization/management support. Within each function, competencies are grouped under the categories of Knowledge, Skills, and Attitudes, and three professional levels are dealt with: entry level (0-3 years experience), mid-level (4-9 years experience), and senior level (10 or more years experience). (THC)

L. Cook); (6) "Implementation and Maintenance of Networks" (John M. Kean and Carol J. Kean); and (7) "Summary and Conclusions" (Evelyn B. Freeman). Practical concerns related to networking are discussed and suggestions for the implementation and maintenance of networks are offered. (Author/THC)

exist? and (4) How is the program evaluated? After discussing each of these issues, the paper identifies several factors of primary importance in the implementation of a successful advising system (i.e., students and advisors must be aware that a system is in place and must know what the system is designed to accomplish and how it can be accessed; advisors must be available when students need them; and the college must place high value on advising. (LAL)

services of the community college in the future. Introductory remarks provide an overview of the future of the community college, detailing factors affecting the institutions such as the tax revolution, declining enrollment, student fees, social and economic changes, protectionism, state mandates, and the litigious nature of society. Section I is devoted to the environmental component, looking at population trends and environmental deterioration from world, national, state, and county perspectives; and examining environmental regulators and social implications. Section II considers the economic component, analyzing the consumer price index, index to housing costs, renting costs, costs of maintaining a home, current salaries in key industries, and the monetary horizon. Section III addresses employment levels and unemployment issues, and section IV explores the educational component. This section includes a summary of the analysis so far, selections condensed or excerpted from two major educational reports including "A Nation at Risk," an examination of implications for community colleges, especially the faculty, a discussion of the need for articulation with secondary schools, and definitions of 10 areas having particular impact on the future of community colleges. Finally, a brief postscript affirms the role of the community college in a changing environment. Appendices include information on futures planning, census data, and bibliography. (LAL) development tend to favor family day care. No consistent pattern of differences favoring either type of care emerges from studies of social behavior or physical growth and health. The environmental differences between the two settings are generally consistent with the two trends in studies reporting differential effects on the participants. Overall, on the basis of present evidence, no strong argument can be made for the superiority of either type of care. The paper concludes that center care and family day care are both viable options for parents who need out-of-home care for their children and that the most important consideration in comparing child care arrangements is the quality of care. The report concludes with a five-page bibliography. (Author/DST)

included. These consist of: a survey of interests/needs for staff inservice training; questionnaires for identifying issues or problems affecting an ECS program, for evaluating program decision making, and for evaluating the use of health unit services; checklists for evaluating the health component of an ECS program, for evaluating services provided by support personnel, for observing sensory-motor skills, and for evaluating opportunities for parent participation. Inventories of room furnishings and sample activities in sand and water play are also included. (RH)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Comprehension; Elementary Education; *Elementary School Students; Grade 2; Grade 5; Programing (Broadcast); *Sex Differences; *Television Commercials; Television Research; *Television Viewing; Time Factors (Learning)
IDENTIFIERS- *Synopses

This study investigated the effects of intraprogram synopses on children's comprehension of essential and peripheral content of an action-adventure television drama. The impact of these synopses on the comprehension of commercials also was investigated. A total of 30 second graders and 30 fifth graders participated. Synopses were presented to experimental subjects either before or after commercial breaks; no synopses were presented to control subjects. Immediately after viewing the program, all subjects were given a 44-item multiple-choice test assessing comprehension of the program and commercials. The second-grade boys in the post-commercial condition showed significantly greater comprehension of essential content than did second-grade boys or girls in the pre-commercial or control conditions. The comprehension level of the post-commercial second-grade boys was comparable to that of the fifth graders. There was no corresponding effect for second-grade girls in the post-commercial condition. Further, the synopses did not interfere with the comprehension of commercials for any group. Similarities and differences with past research are discussed. (Author/RH)

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Attitude Measures; Community Attitudes; Elementary Secondary Education; Interviews; *Participant Satisfaction; Questionnaires; Rural Education; *School Effectiveness; *School Organization; *Shared Services; Small Schools; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- Minnesota (Russell Tyler); *Pairing (School Districts); Russell Independent School District 418 MN; Tyler Independent School District 409 MN

During the summer of 1983, a team from Mankato State University, Minnesota, surveyed 65 community residents, 85 school staff and board members, and 337 grade 6-12 students to measure attitudes toward the effectiveness of the pairing of the Russell and Tyler (Minnesota) school districts which occurred at the beginning of the 1981-82 school year. Based on survey data, which is presented in narrative and tabular form, the survey team made the following summarizing statements: (1) the majority of all three groups saw the pairing as favorable; (2) students from the Russell school district probably benefitted more from an improved curriculum than did those from the Tyler district; (3) both middle and high school youth had been able to adapt to the changes and did not feel any lack of opportunity to become involved in either curricular or extra-curricular activities; (4) students generally felt more positive toward school than before the pairing; (5) budget cuts made after the first year of the pairing weakened library services and senior class offerings; (6) on the basis of the attitudes of all three groups, the pairing should be continued. Appended are nominal group process question results; focused interview questions; and comments by patrons, staff, and school boards. (NEC)

Goals for education in Fairford are outlined, and recommendations for educational change are considered in sections dealing with: (1) the responsibility of the community through its educational authority for making decisions; (2) parent involvement and responsibilities; (3) student involvement and responsibilities; and (4) effective school organization, staff programs, and practices, including meeting special needs of students, improving student services and counseling, and strengthening school promotion and retention policy. Some topics--increasing student involvement and home-school cooperation, for example--are treated generally by drawing attention to the area of concern and illustrating a variety of alternatives for dealing with the matter. Specific recommendations are made for changes in the structure of the educational system and the creation of an incorporated education authority with an elected board of trustees. The final section, an Action Plan, provides details about responsibility and deadlines for change. (JHZ) identified problems. Recommendations are itemized for societal, teacher, instrumentation, pupil, time, local, curriculum, facility, and language factors. Specific strategies and methodologies for evaluating pupil activities are presented in chapter 4. Descriptive tables provide examples of evaluation possibilities. The participants' names and addresses are included in an appendix. (ML)

Curriculum Guides; *Developmental Stages; Elementary Education; *Elementary School Mathematics; Interviews; *Mathematics Achievement; Mathematics Education; Needs Assessment; Piagetian Theory; Program Evaluation
IDENTIFIERS- *Alberta; Cognitive Demands; *Mathematics Education Research; Piagetian Theory

This project was designed to produce a program evaluation and needs assessment of the 1982 Alberta Elementary School Mathematics Program in terms of cognitive level comparisons between student responses and curricular demands. Assessment procedures consisted of 14 individual interviews and 8 paper-and-pencil tests based on children's responses to mathematical cognition tasks in one-one interviews. The same criteria embedded in student response assessments were applied to demands made by mathematics curriculum objectives, textbooks materials, classroom activities, and Alberta Education Assessment Test items. The project sampled curricular cognitive demands and student cognitive response levels from the six elementary school grades and across five mathematics topic strands (numeration, operations and properties, measurement, geometry, and graphing). Answers to various research questions varied by topic stand, grade level, and demand component. However, several general findings are noted. About three-quarters of all student responses were at the concrete operational level, with remaining answers at the preoperational level. About three-quarters of all demands were at the concrete operational level, with most of the remaining quarter at the early formal level. In general, cognitive demands made by the curriculum were found to correspond well to distributions of student cognitive responses in most topics and at most grade levels. (Author/JN)

introduction, and guidelines, a section on "Education and the New World" contains four activities for teacher education focusing on the following themes: the impact of world change on education and limited views of the world. The second section, "We the Peoples" contains five activities for grades K-3, focusing on commonalities of the world's people, diversity, equality, and community. The third section, "Developing Our Community" consists of five intermediate grade activities emphasizing community and group identity and respect. "The Great World Changes," section four, focuses on global awareness, civic responsibility, and rights of men and women. Seven junior high level activities are included. The final section, "Continuing Challenges," contains seven high school activities on human rights, people and work, interdependence, conflict and peace, and personal responsibility. Appendices contain texts of United Nations resolutions and reports, charts and maps, and other background information. (LP) internal efforts, including efforts to change a number of disturbing domestic political policies, eliminate pervasive corruption, stop the use of scarce resources for defense and luxury projects, and reverse repression of internal dissent. Appendices include statistical data on basic indicators (Gross National Product, adult literacy, life expectancy, infant mortality, growth of per capita food production, levels of food imports, external debt and debt service, net transfers of external finance, and actual and projected populations. (LP)

of learning activities and student materials. Because the guide is not a textbook, but rather a collection of materials and activites about the Holocaust and other examples of genocide, the learning activites are not arranged in a developmental order and may be taught in any sequence. A chart presenting a model for a two-week course of study provides lesson topics objectives, and questions. Following a rationale for studying about the Nazi Holocaust and genocide, Unit I deals with the roots of intolerance and persecution, denial of reality, indifference, prejudicial attitudes, conformity, and obedience to authority. Unit II, "Precursors of the Holocaust," focuses on genocidal theories, pseudoscientific racism, technological aspects of genocide, and a case study explaining the plight of the Armenians living in the Ottoman Empire during the deportation of 1915 to 1916. Handouts are included and guidelines for helping teachers deal with sensitive topics, design lessons, and select those readings which best fit his or her course or program are provided. (LH)

Education; *Student Attitudes; Teacher Characteristics; Teacher Effectiveness; Teacher Salaries; *Teaching (Occupation)

Because Florida and the nation face a shortage of teachers, the Education Standards Commission designed a questionnaire "Teaching as a Career" to identify those aspects of teaching that are appealing and unappealing to Florida high school students (sophomores and seniors at public and private schools) and to learn what changes in the teaching profession would increase the attractiveness of teaching. The survey contained the following sections: (1) Demographic Information; (2) What Makes a Good Classroom Teacher? (3) Who Has Influenced You the Most? (4) What Aspects of Teaching Are Appealing to Young People? and (5) How I Feel about Teaching as a Career. From an analysis of the 2123 responses the following set of student beliefs about teachers and teaching was developed: (1) the salary for a beginning teacher is too low; (2) teacher work schedules would not encourage students to choose teaching as a career; (3) characteristics selected by students to describe a "good classroom teacher" were similar to behaviors identified by current research associated with improved student achievement; (4) teacher behaviors manifesting affective aspects of the teaching-learning process were among the most important characteristics of a good teacher; (5) more and newer equipment in schools is needed; (6) apparent lack of interest in learning by students was seen as a deterrent to a teaching career; (7) students do not show sufficient respect for teachers; and (8) ineffective teachers should leave teaching. Survey results and a detailed analysis of thinking pertinent to students' responses are presented. The major conclusions are accompanied by specific recommendations for state action that could lead to more students choosing teaching as a profession. The survey questionnaire is appended. (JD)

ED 265 282
3 OF 6
DOCUMENT
RESUMES

RESOURCES IN EDUCATION (RIE) VOL. 21, NO. 6.
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
OFFICE OF EDUCATIONAL RESEARCH & IMPROVEMENT
U.S. DEPARTMENT OF EDUCATION, WASHINGTON, D.C.

FROM: ED 266 089
TO: ED 266 235

JUNE 1986

ED 266 089 SP 026 680

Teacher Evaluation and Assessment Center. Report for 1984-1985.
University of South Florida, Tampa. Coll. of Education.
PUB DATE- 85
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assessment Centers (Personnel); Evaluation Criteria; Evaluation Methods; *Master Teachers; *Teacher Certification; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- *Florida

Two major state-wide programs in Florida have adopted the Florida Performance Measurement System (FPMS) for the formative and/or summative evaluation of instruction--The Beginning Teacher Program and the Master Teacher Program. Since the state is responsible for compiling and reporting scores in a state-wide system, the Teacher Evaluation Assessment Center (TEAC) was established at the University of South Florida to process data for the Master Teacher Program. Observers using the FPMS in the Master Teacher Program must be trained and certified. Two criterion measures are used as the basis for observer certification: (1) a passing score on a cognitive examination on teacher effectiveness research; and (2) a passing score on two criterion observations using the FPMS summative instrument. The TEAC is responsible for security and maintenance of the cognitive examination and the criterion observation videotapes, their distribution to testing sites, and for scoring and reporting results. This document describes the training of observers, the evaluation methods and criteria used, and the dissemination of results. The appendices present data collected from the Master Teacher component of the program. (JD)

ED 266 105 SP 027 020

Dupuis, Mary M., Ed.
Reflections on Teacher Education. Monograph III.
Pennsylvania State Univ., University Park. Div. of Curriculum and Instruction.
PUB DATE- Sep 85
NOTE- 127p.
AVAILABLE FROM- Division of Curriculum and Instruction, 150 Chambers Building, University Park, PA 16802 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Analysis; Cross Cultural Training; *Educational Philosophy; Foreign Countries; Higher Education; Minimum Competency Testing; *School Effectiveness; *Teacher Education

The following papers that reflect on problems facing teacher education are included in this monograph: (1) "Toward a New Model of Teacher Education" (Henry J. Hermanowicz); (2) "Recent Research on the Beliefs of Teachers and its Importance for Teacher Education" (Robert H. Mayer); (3) "The Dialogue of Democracy: Its Form, Content, and Implications for Teacher Education" (R. Keith Hillkirk); (4) "The School Effectiveness Program: Implications for Teacher Education" (Carol Castellini); (5) "Staff Development: We Must Cultivate Our Garden" (Gregory J. Nolan); (6) "Competency Testing for Teachers: A Quick Solution to the Complex Problems Facing Education" (Joyce G. Sipple); (7) "Teacher Education in Agriculture" (Jim Howard); (8) "Teacher Education in Japan: A Cross-Cultural Perspective" (David M. Berman); (9) "A Comparative Look at Teacher Education in the United States, Latin America, and the United Kingdom" (Richard Neely and William Campbell); and (10) On Teacher Education in Iceland" (Gudrun Geirsdottir). (JD)

ED 266 121 SP 027 190

Teacher Evaluation Project. A Study of Measurement and Training Components Specified in the Management Training Act. Florida Statutes, Section 231.087. Final Report for 1982-1983.

Florida Coalition for the Development of a Performance Measurement System, Tallahassee.

PUB DATE- 83
NOTE- 229p.; For related documents, see SP 027 189-191.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Criteria; Instructional Materials; *Measurement Techniques; Program Development; *Teacher Evaluation
IDENTIFIERS- Florida; *Teacher Evaluation Project FL

This research and development work was conducted under a grant which stipulated the development of: (1) training materials for teacher evaluation; (2) a performance measurement system; and (3) a prototype of training materials to remediate teacher deficiencies. Also required was an analysis of the Florida Generic Competencies, a study of district evaluation policies and procedures, and a recommendation on alternative procedures for providing feedback from districts to institutions of higher learning. This report consists of the following sections: (1) a description of a knowledge base for instrument development and for the development of training materials; (2) a set of performance measurement instruments; (3) a system and materials for training school personnel to use the performance measurement system; (4) a prototype for materials to help teachers remediate deficiencies; (5) a set of proposed alternative inservice-preservice feedback procedures; (6) an analysis of the Florida Generic Teacher Competencies; and (7) a study of evaluation policies and practices in Florida. Appendices (almost two-thirds of the document) include instruments developed by the project. (JD)

Cameron-Jones, M.
A Researching Profession? The Growth of Classroom Action Research.
PUB DATE- Dec 83
NOTE- 10p.; Paper presented at the Seminar on Pedagogy, (Glasgow, Scotland, December 10, 1983). A product of the Focus on Teaching Project, Moray House College of Education.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Classroom Research; Educational Research; Elementary Secondary Education; Participative Decision Making; Professional Development; Program Improvement; *Teacher Participation

In education, action research is research carried out by practitioners with a view to improving their professional practice and understanding it better. This paper concentrates particularly upon classroom action research by inservice teachers, although the approach can also be embodied in preservice training courses and can embrace a very wide range of professional practice outside the classroom. Classroom action research is now seen as a major means of professional development, particularly within innovative inservice courses and programs and, as such, it is attracting growing support and interest. As this approach becomes more widespread, the notion of teacher-as-researcher becomes better developed and more fully understood. This paper outlines the origins of the approach, describes its characteristic features, gives examples, and presents two questions which it raises for Scotland: (1) how will this approach contribute to the development of in-service? (2) how will it contribute to the development of research? (Author/JD)

ED 266 153 TM 860 045

Hills, John R.; Beard, Jacob B.

An Investigation of the Feasibility of Using the Three Parameter IRT Model in Florida's Student Assessment Program.

Florida State Univ., Tallahassee. Coll. of Education.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Program Support Services.

PUB DATE- Sep 84

NOTE- 46p.; For a related document, see TM 860 044.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Elementary Secondary Education; Equated Scores; Feasibility Studies; Guessing (Tests); Item Analysis; Item Banks; *Latent Trait Theory; *Mathematical Models; Minimum Competency Testing; *State Programs; *Testing Programs

IDENTIFIERS- Florida; *Florida Statewide Student Assessment Tests; LOGIST Computer Program; Rasch Model; *Three Parameter Model

This study investigated the feasibility of the use of the three-parameter item response theory (IRT) model in Florida's minimum competency testing program. The paper includes the following sections: (1) a description of the procedures currently being used by the assessment program, with an emphasis on procedures currently involving the Rasch model; (2) a technical discussion of the differences between the two approaches; (3) a description of commercial and governmental testing programs now using the three parameter approach; (4) a description of the availability and adequacy of computer procedures for implementing the three parameter approach, (5) an analysis of the effect on the procedures currently used by the program if a move to the three-parameter program were made; and (6) a plan for implementing a try-out of the three parameters approach on Florida's assessment program data. (Author/LMO)

ED 266 167 TM 860 111

Deck, Dennis; And Others
Reviews of Microcomputer Item Banking Software.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 49p.; For a related document, see TM 860 110.
CONTRACT- 400-83-005
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Elementary Secondary Education; *Item Banks; *Microcomputers; Scoring; Student Records; *Teacher Made Tests; *Test Construction; Test Format; Test Items; Test Use
IDENTIFIERS- *Software Reviews

This paper reviews 18 microcomputer software item banks on an individual basis. Software Programs reviewed are AIMS (Academic Instructional Measurement System); CREATE-A-TEST; Exam Builder; Exams and Examiner; MicroCAT; Multiple Choice Files; P.D.Q. Builder; Quiz Rite; Teacher Create Series (5 programs); TAP (Testing Authoring Program); TestBank Test Rite; Testmaster; Testmaster Series; Tests, Caicreate, Caitake; Tests Made Easy; TestWorks; and the Sage. Each review devotes one to three paragraphs to the following areas: (1) general program description; (2) item bank; (3) item bank maintenance; (4) test assembly; (5) test administration and scoring; (6) student recordkeeping; and (7) test use. Two tables summarize the reviews and allow for software comparisons. Table 1 provides the program title; the vendor name and address; the computer used and major features; and list price of software. Table 2 gives a brief overview of the reviews in chart form. (LMO)

ED 266 181 TM 860 125

Grauer, Stuart
Beyond the Curriculum: Creating the Conditions for Learning.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Aptitude Treatment Interaction; Associative Learning; Cerebral Dominance; Classroom Environment; *Cognitive Processes; *Cognitive Style; Curriculum Research; Elementary Secondary Education; *Hidden Curriculum; Intuition; *Learning Processes; Learning Strategies; *Learning Theories; Models; *Neurological Organization; Psycholinguistics; Research Utilization; Visualization
IDENTIFIERS- *Brain Research

Using current mind/brain research, this paper explores the "hidden curriculum" in the contexts of teaching, learning and supervision. It explains ways in which current research on the nature of learning can fit into today's typical, "clinical" teaching techniques. The importance of respecting individual modes of learning is stressed; further to this, a merger between creating the conditions for learning and learning itself is proposed. Supervisors and teachers who bring this research into their schools can further professionalize the jobs of educators. The paper is based upon findings in educational theory, psychology, mind/brain and neurological research; in most cases these research findings serve as foundations for actual classroom observations and findings made by the author over the past ten years. (Author)

ED 266 182 TM 860 126

Miller, Patrick W.; Erickson, Harley E.

ED 266 195 UD 023 996

Schlossman, Steven; And Others
Delinquency Prevention in South Chicago. A Fifty-Year Assessment of the Chicago Area Project.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- Rand-R-3142-NIE
PUB DATE- May 84
NOTE- 55p.
CONTRACT- 400-80-0016
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Delinquency Causes; *Delinquency Prevention; Elementary Secondary Education; Local History; Mexican Americans; Minority Groups; Program Development; *Program Effectiveness; Program Evaluation; *Program Implementation
IDENTIFIERS- *Chicago Area Project; Illinois (Chicago); Implementation Analysis

This report examines the Chicago Area Project (CAP), the first community-based delinquency prevention program, from both a historical and a contemporary perspective. The analysis is in three parts. The first part describes CAP's founding in the 1930s and analyzes the process through which it was established and the operation of its prevention programs. The second part examines the operation of the CAP program in South Chicago in 1980, in light of assumptions derived from the historical analysis of the salient features of CAP philosophy and practice. Both parts focus on the ways CAP was implemented and the implications these ways may have had for its success, or lack of success, in preventing delinquency. The third part of the analysis combines census data with data on delinquency rates and data on program participation and operations

Best, Alleyn, Comp.
Directory of Australian Multicultural Films and Videos. A Resource Guide for Community Groups, Teachers, Film-makers, Researchers, Librarians.
Australian Inst. of Multicultural Affairs, Melbourne (Australia).
REPORT NO.- ISBN-0-949890-30-8
PUB DATE- 85
NOTE- 140p.
AVAILABLE FROM- Australian Inst. of Multicultural Affairs, 300 Queen Street, Melbourne 3000, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Cultural Pluralism; *Documentaries; *Film Libraries; *Films; Foreign Countries; *Immigrants; Migrants; *Videotape Recordings
IDENTIFIERS- *Australia; Australians

This directory is a guide to films and videos dealing with migration, migrant issues, and multiculturalism in Australia. Current and archival films are listed and most of the research sources used to obtain the listings are included in the directory. Section 1 lists documentaries and feature films; each citation includes title, production company (or director), year of production, format details, a brief description of the film, film-lending collections that have the film available for hire or viewing, and library catalog numbers, where applicable, that are used when ordering the film. The listing is prepared alphabetically and each item is numbered for ease of reference when using the subject index. Sections 2 and 3 list newsreel and television items and other archival film material, using an availability code where applicable. Section 4 contains the complete address for each lending organization mentioned in the directory. There are two indexes to the films, one by subject and the other by title and number. The directory lists only such films as deal with social and/or cultural issues relating to migration and migrant issues. (CG)

ED 266 225 UD 024 722

The Bilingual Program in Auxiliary Services for High Schools 1983-1984. O. E. A. Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 85
NOTE- 87p.; For related documents, see ED 238 993 and ED 250 434.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; *Bilingual Education Programs; *Career Guidance; Chinese Americans; Dropouts; English (Second Language); Greek Americans; Haitians; High Schools; *Hispanic Americans; *Immigrants; Italian Americans; *Limited English Speaking; Mathematics Education; *Native Language Instruction; Nontraditional Education; Program Effectiveness; Program Evaluation; Program Improvement; Veterans
IDENTIFIERS- New York (New York)

This document evaluates the Bilingual Program in the Auxiliary Services for High Schools program, which provides instruction in English as a second language, native language development, basic education, and job counseling and placement services to approximately 1,900 students at 15 sites in New York City. The program was developed in 1969 to serve students with particular problems such as dropping out, chronic attendance problems, difficulty adjusting to a regular curriculum, armed forces veterans, and/or those who needed an alternative to the regular high school situation. The program objectives were to enable students to develop their level of English proficiency and the content area skills necessary to pass the GED examination, to expose them to job opportunities, and to teach analytical skills. Student achievement data indicates that (1) all participants made significant gains on Levels 1 and 2 of the Stanford Achievement Test; (2) only one site achieved the objective of 60% promotion rate to the next higher English as a Second Language level and Haitians were the only participants among this group to achieve the 60% advancement; (3) each language group achieved significant gains

ED 266 090 SP 026 771

Chowdhri, Shaheen
A Case Study of a School-Based Change.
PUB DATE- Jul 85
NOTE- 32p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985). Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropout Prevention; *Educational Change; *Educational Improvement; Elementary Education; Foreign Countries; *Inservice Teacher Education; School Community Relationship; Teacher Administrator Relationship
IDENTIFIERS- *Pakistan

A micro-level project was developed in Pakistan to decrease the number of school dropouts. The program was tested in two rural primary schools by introducing three new types of activities: (1) body movement and educational games; (2) teacher training; and (3) community involvement. Teachers were trained at the school where they worked. After classroom observations were made of teaching activities and behaviors, events were reconstructed for teachers so they could see both the problems and possible solutions of the events. School principals and higher level administrators were also involved. The program has resulted in less strict regimentation in the classroom. Teachers have shifted their emphasis from rote memorization to understanding of concepts and have also become more organized in their teaching tasks. More freedom of movement and speech in classrooms has been observed. The report concludes that the hidden curriculum of staff and the "laissez-faire" attitude of administration and the school community maintained the previous problems experienced at the school. The school-based change program offered many solutions to these problems. (CB)

ED 266 091 SP 026 809

Ireland, Lee Wilson; Ireland, Rayma Reed
Identifying and Handling Stress in Secondary Education.
PUB DATE- 84
NOTE- 29p.
LANGUAGE- English

ED 266 106 SP 027 024

Mulhern, John D.
The Challenge of Reform in Teacher Education: An Historical Perspective of Program Changes in Teacher Education at the University of South Carolina, 1982-84.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Degrees (Academic); *Educational Change; Graduate Study; Higher Education; *Liberal Arts; *Preservice Teacher Education; *Program Length; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Extended Degree Programs; University of South Carolina

A mandate to reform the teacher education program on the Columbia Campus of the University of South Carolina was enacted in December, 1982. The mandate was contained in a motion to eliminate the baccalaureate degrees in education, the traditional route to teacher certification then offered. This action did not eliminate teacher education at the baccalaureate degree level; rather, it precluded the issuance of the B.S./B.A. in education degrees. Protocols were established on campus whereby undergraduate students interested in becoming teachers could earn a degree in one of the Liberal Arts outside the College of Education and complete a teacher certification program within an expanded baccalaureate degree of 138 hours. Although the planning committee considered a full five-year program as the most desirable option, the level of protest by the educational community against a five-year program was such that the committee arrived at the concept of the extended baccalaureate of 138 semester hours. This paper provides an historical record of the changes, the factors that led up to the action by the Board, and the implementation of the changes in the teacher preparation program at Columbia. (JD)

ED 266 107 SP 027 036

A Study of Teacher Incentives for the District of Columbia Public Schools: Summary Report.
District of Columbia Public Schools, Washington, D.C.
PUB DATE- May 84
NOTE- 48p.

ED 266 122 SP 027 191

Teacher Evaluation Study. Norming Study, Generic Competence Revision, Feedback Proposal, Cognitive Examinations, and Specialized Domains. Report for 1983-1984.

Florida Coalition for the Development of a Performance Measurement System, Tallahassee.

PUB DATE- 84
NOTE- 283p.; For related documents, see SP 027 189-191.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; *Evaluation Criteria; *Performance Factors; Program Development; *Teacher Behavior; *Teacher Evaluation; *Test Norms; Test Validity
IDENTIFIERS- Florida; *Teacher Evaluation Project FL

The work of the Florida Teacher Evaluation Project was based upon the assumption that one of the most promising approaches to the improvement of student learning is through the study and modification of teacher behavior. The work has produced products in the areas of domain documents, handbooks, and manuals. This report is an extension of the previous year's work. The establishment of norms and standards of a performance measurement system, and testing the research base and the Florida Performance Measurement System (FPMS) for generalizability were two major objectives of the project. Other aims included continuing development of the research base and observation instruments for evaluating teacher performance in relation to student achievement, and developing and testing a feedback procedure and preliminary examinations for approving observers. Generic competencies were also revised. This final report is divided into five sections: (1) norming study; (2) development of new domains of performance; (3) a proposed feedback system; (4) development of the FPMS cognitive examination; and (5) proposed revision of Florida Generic Competencies. (JD)

ED 266 123 SP 027 192

Cunningham, Deborah H.; And Others

Strengthening Teaching. A Review of Issues and Programs in New York State.

New York State Education Dept., Albany.

PUB DATE- Sep 85

ED 266 139 SP 027 311

Connolly, Charlene; Sanders, William
Teacher Stress--An Ongoing Problem That Needs Attention.
PUB DATE- Feb 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Secondary School Teachers; Self Esteem; *Stress Variables; *Teacher Burnout; Teaching Conditions; Teaching Experience; *Work Attitudes

This study examined the amount of perceived stress and its dimensions on 121 elementary and secondary school teachers. Correlations were found between the "Emotional Exhaustion" dimension of stress and gender (males experienced more burnout) and years of teaching (teachers with more years at their present job experienced more burnout). Correlations were also found between the "Depersonalization" dimension of stress and education level (secondary teachers experienced more burnout). Correlations were found between the third dimension of stress, "Personal Accomplishment" and gender, years of teaching, and years at the present job. The years at the present job made a significant contribution to the prediction of the three dimensions of burnout--Emotional Exhaustion, Depersonalization, and Personal Accomplishment. The subjects of this study perceived themselves to be in a low degree of burnout in the dimension of Emotional Exhaustion, but highly burned out in the dimensions of Depersonalization and Personal Accomplishment. It is suggested that teacher educators should consider changes in their curriculum to encourage the development of an internal locus of control and a more realistic attitude toward students and the administrative structure. Administrators should expand decision making in the curriculum and enhancement of external rewards recognizing competence. (Author/JD)

ED 266 140 SP 027 314

Pigge, Fred L.; Marso, Ronald N.
Influences of Personal and Academic Characteristics on Beginning Teacher Education Students' Attitudes, Concerns, and Anxieties

ED 266 154 TM 860 097

Burry, James
Documenting Evaluation Use: Guided Evaluation Decisionmaking. Evaluation Productivity Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 81p.
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Bilingual Education Programs; *Decision Making; Discipline Problems; Early Childhood Education; Elementary Secondary Education; Emotional Adjustment; *Evaluation Utilization; *Evaluators; Gifted; *Program Administration; *Program Evaluation; Questionnaires; Talent

This paper documents the evaluation use process among districts using the Guide for Evaluation Decision Makers, published by the Center for the Study of Evaluation (CSE) during the 1984-85 school year. Included are the following: (1) a discussion of research that led to conclusions concerning the administrator's role in evaluation use; (2) a characterization of project objectives and how they grew out of research findings; (3) a description of the process of locating and selecting districts to implement the guide; (4) a description of each evaluation context (the use-affecting factors which emerged at each site, the application of the guide by administrators to promote use, success in applying the intended evaluation uses); (5) a discussion of implementation issues; (6) a synthesis of the results across sites; and (7) suggested implications for future practice. Appendices include a factor pattern for evaluation use, worksheets, organizing strategies from the guide, a letter of invitation and a project description, and questionnaires for evaluation. (LMO)

ED 266 155 TM 860 098

Sirotnik, Ken; And Others
Social vs. Clinical Perspectives on the Use of Information: Implications for School-based Information Systems. Systemic

ED 266 168 TM 860 112

Estes, Gary D., Ed.
Examples of Item Banks to Support Local Test Development: Two Case Studies With Reactions.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 75p.
CONTRACT- 400-83-0005-P-15
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- *Adaptive Testing; Case Studies; *Computer Assisted Testing; Costs; Elementary Secondary Education; Flow Charts; *Item Banks; Latent Trait Theory; Microcomputers; Minimum Competency Testing; *Teacher Made Tests; *Test Construction; Test Format; Testing Programs; Test Items; Test Use
IDENTIFIERS- *Portland School District OR; *Wisconsin Item Bank

This report and compilation of papers summarizes information collected by an Assessment Development and Use Project, initiated by the Northwest Regional Educational Laboratory (NWREL) to assist test development efforts by state and local agencies. Specific item banking applications are reported in two case studies, selected because they represent item bank efforts in which agencies other than the ones that developed the item bank have been able to develop tests from these item banks. The first item bank described is the Wisconsin Item Bank, developed by the Wisconsin State Department of Public Instruction to be used by school districts participating in Wisconsin's voluntary competency-based testing program. The design, history, problems, and operational details of the item bank are discussed in detail. The second report describes an item bank developed by the Portland Public Schools. This item bank has supported Portland's local testing needs and has been shared with several other districts. Discussed are the history and purposes for development, current uses, problems and issues in development, management, and use, and ways the technology may be shared. The final section of the paper considers issues related to how well item banks work and how well they fulfill their potential. (LMO)

Teacher-Written Student Tests: A Guide for Planning, Creating, Administering, and Assessing.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1529-0
PUB DATE- 85
NOTE- 67p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Academic Achievement; Behavioral Objectives; *Educational Testing; Elementary Secondary Education; Guidelines; Instructional Development; Student Behavior; *Student Evaluation; *Teacher Made Tests; *Test Construction; Test Format; *Test Items; Test Reliability; Test Validity

This publication offers guidelines, practical suggestions, and examples for developing better teacher-made tests. It is divided into five chapters: (1) Planning Classroom Tests, (2) Guidelines for Developing Classroom Tests, (3) Assembling and Administering Classroom Tests, (4) Assessing Test Items, and (5) Desirable Characteristics of Tests. Instructional objectives are included in planning appropriate test items; general and specific guidelines are given for developing classroom tests. An item response profile and discussion of item discrimination are necessary for assessing test items. Descriptions of validity and reliability are included as desirable characteristics of tests. Appendices give sample verbs used to identify specific student behaviors; sample verbs used in various curriculum areas; and sample test items for Art, Biology, Chemistry, English, Foreign Language, Home Economics, Industrial Arts, Mathematics, Music, Physical Education, Physics, Science, and Social Studies. (LMO)

ED 266 183 TM 860 127

A Survey of Recent Major Analyses of Internal Planning Issues for the New Orleans Public Schools. Pre-Planning Report No. 3.
New Orleans Public Schools, La.
PUB DATE- Oct 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

to develop a rudimentary quantitative method to enlarge upon and with which to make a preliminary validation of earlier analyses. (Author/KH)

ED 266 196 UD 024 494

Yiengst, Raquel
Transitional Bilingual Program Guidelines. Revised.
Reading School District, Pa.
PUB DATE- Sep 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Teacher Aides; Bilingual Teachers; Elementary Secondary Education; *Hispanic Americans; Limited English Speaking; Mainstreaming; Program Content; *Program Guides; *Student Placement
IDENTIFIERS- Pennsylvania (Reading)

This document outlines the Reading Pennsylvania School Districts' Transitional Bilingual Program, designed to successfully integrate all students into the regular school programs as quickly as possible. Students are taught English language skills in a bilingual setting (Spanish being the dominant foreign language) with mathematics, social studies and science taught bilingually until students are ready to enter mainstream classes. The document describes: (1) enrollment procedures; (2) testing for English language proficiency; (3) student review conferences; (4) parental requests for placement in a bilingual program; (5) testing procedures for placement in various levels of the program; (6) integration and placement of bilingual students in mainstream classes; (7) end of year promotion and retention; (8) referrals to bilingual caseworkers; (9) responsibilities of bilingual/English as a second language teachers and teachers' aides; (10) program record keeping; (11) transfer of students in and out of the district; (12) end of the year activities and responsibilities; and (13) a checklist of responsibilities for various program staff throughout the year. The document concludes with a description of the program's curriculum and classroom management approach. (CG)

ED 266 210 UD 024 698

Saylor, Lucinda
Indochinese Refugees: An Administrator's Handbook.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Asian Americans; Bilingual Education; Cambodians; *Cultural Traits; *Educational Practices; Elementary Secondary Education; English (Second Language); Laotians; Legal Responsibility; Native Language Instruction; *Parent School Relationship; *Refugees; *Student School Relationship; Vietnamese People
IDENTIFIERS- South Carolina

This handbook is designed for administrators and teachers dealing with Indochinese refugees from Vietnam, Laos, and Cambodia. The first section provides the reader with basic information on the personal and behavioral characteristics of Indochinese at home and in school. The second section gives practical suggestions on how to keep student records for Asian students, how to determine grade placement, and the types of programs most likely to be successful in teaching the students both English and native language skills. The third section outlines the legal requirements with regard to these students, and the next section is a simple listing of appropriate and inappropriate expectations to have and actions to take regarding this group. The booklet includes an extensive materials reference section and bibliography. (CG)

ED 266 211 UD 024 700

Grubb, W. Norton; And Others
Far, Far To Go: Public Spending for Children and Youth in Texas. Special Project Report.
Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.

in their native language; (4) students met the native language objective of 30% advancing in native language level; and (5) all language groups made significant gains in mathematics achievement. Recommendations for program improvement are included. (CG)

ED 266 226 UD 024 723

Grover Cleveland High School Project CAUSA 1983-1984. O.E.A. Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 85
NOTE- 70p.
GRANT- G00-830-2608
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; *Bilingual Education Programs; *Career Education; English (Second Language); High Schools; *Hispanic Americans; *Italian Americans; Limited English Speaking; *Native Language Instruction; *Program Effectiveness; Program Evaluation; Program Improvement; Vocational Education
IDENTIFIERS- New York (Queens)

This document evaluates Project CAUSA (Career Advancement Utilizing Student Abilities), which provides instruction in English as a Second Language (ESL), native language development, and content-area courses, in addition to a career and vocational training program, to 115 students of limited English proficiency (LEP) from Italy and Spanish speaking countries at a high school in Ridgewood, Queens, New York. The project was designed to help recently arrived immigrants in these two language groups in the acculturation process, to provide them with basic skills, and to enhance their appreciation of their native cultures and languages. Program objectives were assessed in English language development, business skills, mastery of the native language, mathematics, science, social studies, and attendance. Student data indicates that : (1) overall, students achieved program objectives for English language achievement; (2) students' overall passing rates in business skills courses were 99% in the fall and 93% in the Spring; (3) Spanish students' gains in native language arts were significant; (4) overall passing rates of both language groups in

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Faculty Mobility; Secondary Education; *Secondary School Teachers; Social Support Groups; *Stress Management; *Stress Variables; *Teacher Burnout; Teaching (Occupation)

The purpose of this study was to determine if stress was one of the major problems facing today's secondary educators. If it were indeed a problem, the causes, the symptoms, and the methods of alleviating stress had to be known in order to prevent an exodus of stressed individuals from teaching. Research was conducted by reviewing relevant literature on stress, books and periodicals written since 1975, especially those written for secondary educators in the public school system. This investigation found stress to be a problem for secondary educators. However, for prevention or management of stress to be effective, educators had to know preventative techniques and how to use them. Some of these techniques could have been provided through school board policies or school district inservice workshops. Teacher support groups were considered a necessity for alleviation of stress and prevention of maladaptive responses through peer contact. Communications, with self and others, was considered the most essential ingredient in successfully dealing with stress. An extensive bibliography concludes the report. (Author)

ED 266 092 SP 026 921

Vasek, Richard J.; Moore, Arnold J.
Managing Students' Progress through Teacher Education Program.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; *Graduation Requirements; Higher Education; Preservice Teacher Education; *Record Keeping; Student Teaching; *Teacher Education Programs
IDENTIFIERS- *Mississippi State University

This document presents an outline of a streamlined student record-keeping and advisement procedure used at the University of Mississippi to assure students' logical progression through the total professional teacher education process. There are four phases in this procedure: (1) enrollment in the College of Education; (2)

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Ladders; *Incentives; *Merit Pay; Teacher Evaluation; *Teacher Motivation; Teacher Salaries; Teaching (Occupation)
IDENTIFIERS- *District of Columbia Public Schools

This study investigated teacher recruitment and retention patterns in the District of Columbia schools, characteristics of the D.C. teaching force, incentive awards already operating in the District, financial incentives for attracting and retraining qualified teachers, and the feasibility of using the current teacher evaluation process for identifying outstanding teachers. The study also included a survey of all D.C. teachers and principals about their views of existing incentives and teaching conditions as well as their opinions of proposed incentive plans. The first section discusses concepts underlying merit pay proposals and the underlying problems and issues involved. In the second section, research on teacher incentive programs is reviewed. The third section presents the findings of the D.C. survey, and recommendations of the study task force on career development incentives and incentive awards are set forth in the final section. (JD)

ED 266 108 SP 027 052

Louisiana Standards for State Certification of School Personnel Part A. Part B Vocational-Technical Personnel. Bulletin 746.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 85
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Ancillary School Services; *Educational Certificates; Elementary Secondary Education; *School Personnel; *State Standards; *Teacher Certification; Teacher Education Programs; Teacher Qualifications; *Vocational Education
IDENTIFIERS- *Louisiana

The first section of the document covers the state regulations on school personnel certification in Louisiana. Requirements are outlined for the following areas: (1) approved teacher education programs and application for certification; (2) types of

NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Preservice Teacher Education; Professional Recognition; *State Programs; *Teacher Certification; Teacher Evaluation; *Teacher Recruitment; *Teaching (Occupation); Teaching Conditions
IDENTIFIERS- *New York

This booklet describes major issues in teaching and significant initiatives to strengthen teaching in New York State's public schools. The following topics are covered: (1) recruitment and preservice education; (2) teacher certification; (3) staff development and other improvements in the condition of teaching; (4) recognition of outstanding teachers and programs; (5) evaluation of teaching personnel; and (6) professional discipline for employment and certification purposes. (JD)

ED 266 124 SP 027 204

Dunbar, Jeffrey B.
Teacher Education and the Liberal Arts. Wingspread Conference of the Associated Colleges of the Midwest Report (October 11-13, 1985).
EXXON Education Foundation, New York, N.Y.
PUB DATE- 22 Nov 85
NOTE- 37p.; Tabular material contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Higher Education; *Intercollegiate Cooperation; *Liberal Arts; *Schools of Education; Student Financial Aid; Teacher Education; *Teacher Education Programs

Teams of faculty members from the 13 institutions of the Associated Colleges of the Midwest examined how liberal arts colleges can play a significant role in addressing the demand for good teachers in America's public schools. More specifically, they examined the characteristics of good teachers, the relation of these characteristics to the liberal arts, and the ways that liberal arts colleges might support teacher education, both as individual institutions and as members of a consortium. The purpose of this conference was to establish: (1) cross-departmental working

Toward Teaching.
PUB DATE- Feb 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; Anxiety; Career Choice; *Education Majors; Preservice Teacher Education; *Student Attitudes; *Student Characteristics; *Teaching (Occupation)

The relationships between measures of anxiety, concerns, and attitude toward teaching and selected personal and academic characteristics of 260 beginning education students were investigated. Relationships were found between these measures and basic academic skills, earliness of decision to enter teaching as a career, relative assurance of decision to become a teacher, estimated future success as a teacher, level of father's education, gender of student, selected teaching field, and attained college class rank. Among the more specific findings were: males were more concerned about actual teaching tasks; more capable students were less positive about teaching and tended to delay their decision to become a teacher; students whose fathers had less education were more anxious about teaching; higher achieving students were more concerned about becoming teachers; students more confident about teaching had more positive attitudes and lower anxiety scores. (Author)

ED 266 141 SP 027 318

Seager, G. Bradley, Jr.; Renko, E. William
Evolution of a Diagnostic Teacher: A Reflective Analysis.
PUB DATE- Feb 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Diagnostic Teaching; *Learning Strategies; Secondary Education; Self Evaluation (Individuals); Teacher Improvement; *Teaching Methods
IDENTIFIERS- *Reflective Analysis

Evaluation Project.

California Univ., Los Angeles. Center for the Study of Evaluation.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 85

NOTE- 33p.

GRANT- NIE-G-83-0001

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Computer Oriented Programs; Databases; Data Interpretation; *Educational Assessment; Elementary Secondary Education; High Schools; *Information Systems; *Information Utilization; *Organizational Communication; School Surveys; Student Characteristics

IDENTIFIERS- *School Based Information Systems

This paper presents a study of the contrast of social and clinical perspectives on the selection and use of information by school staff, including: (1) an outline of the context and activities of the study; (2) a definition and discussion of the basic distinction between social and clinical perspectives; (3) an examination of case material accumulated from the study; and (4) a discussion of implications for school-based information systems. The study was conducted in a three-year secondary school of approximately 2,000 students, just outside of the greater Los Angeles area. A selected group of five to ten teachers, two administrators, and a counselor helped to develop the means whereby the district's extant information system could be modified or augmented to better meet the needs of staff at the building level. Three reporting mechanisms were designed for organizing student information: Student-At-A-Glance, Class-At-A-Glance, and School-At-A-Glance. The last phase of the study revolved around the actual use of reports by school staff. The ongoing assumption derived from the study is that multilevel analysis and interpretation of school-based information has an immense potential for facilitating individual-diagnostic, class-instructional, and school-organizational planning decisions and evaluations. (LMO)

ED 266 156 TM 860 099

Burstein, Leigh; And Others

Using State Test Data for National Indicators of Education Quality: A Feasibility Study. Final Report.

California Univ., Los Angeles. Center for the Study of Evaluation.

ED 266 169 TM 860 113

Arter, Judith A.
Two Case Studies of Local Test Development.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 109p.; Portions of appended material contain small print.
CONTRACT- 400-83-0005-P-15
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Computer Assisted Testing; Criterion Referenced Tests; Curriculum Development; Educational Change; Educational Philosophy; Educational Technology; Elementary Secondary Education; Mastery Learning; Program Costs; Program Evaluation; Program Implementation; *School Districts; *Scoring; Teacher Education; Teacher Evaluation; *Test Construction; *Testing Programs
IDENTIFIERS- *Kyrene School District AZ; *McMinnville School District OR; Northwest Regional Educational Laboratory

This paper describes two case studies of testing programs at local levels. The work was conducted as part of the Assessment Development and Use component of the Northwest Regional Educational Laboratory's (NWREL) Assessment and Development project. Two school districts were recruited to participate in this effort--McMinnville, Oregon, and Kyrene, Arizona. The draft case studies covered the demographics of each site, the testing system in place, the overall history of the activities, and the current status of each effort. Comparisons were made on the following subjects: (1) costs; (2) change agents; (3) role of technology; (4) curriculum alignment; (5) major issues and concerns; and (6) process of change. Extensive appendices attached to each case study provide background materials, such as five year curriculum plans, testing schedules, class profiles, philosophy of education, courses of study, program evaluation plans, and cost options. (LMO)

ED 266 170 TM 860 114

Testing Results for Minority Isolated Schools. San Diego City Schools, Spring 1984. Report No. 375.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Achievement Tests; Affective Objectives; Capital Outlay (for Fixed Assets); College Entrance Examinations; Community Involvement; Crime Prevention; Curriculum Development, Educational Administration; Educational Facilities Planning; *Educational Objectives; *Educational Planning; *Long Range Planning; National Competency Tests; National Norms; *Needs Assessment; Organizational Climate; Organizational Objectives; *Program Development; Staff Development
IDENTIFIERS- *New Orleans Public Schools LA

This report summarizes the findings and recommendations of 22 internal, external, or combined studies written by committees, consultants, or staff. A listing is included of more than 70 other plans, reports, requests, or other efforts to identify needs of the New Orleans Public Schools. A synthesis of findings or recommendations from these sources is made as follows: (1) academic achievement of students should be significantly improved towards national averages; (2) affective growth of students should be promoted by school programs; (3) curriculum should provide for changing demands of the knowledge and technology-based information age, and for unique local needs; (4) social, economic, and health problems necessitate provision of adequate student support services; (5) decision-making and implementation in the school district should be accomplished through a long-range, comprehensive planning process; (6) administrative and managerial activities of the school district should operate more effectively and efficiently; (7) facilities of the school district should be made safer and more secure; (8) organizational climates of both schools and central offices should be more positive; (9) revenues of the School Board should be increased and more efficiently spent; and (10) overall quality of staff should be improved through better recruitment, placement, staff development, administrative support and through greater accountability. (LMO)

ED 266 184 TM 860 128

Holden, George W.
Studying Parental Decision Making with Micro-Computers: The CPSI Technique.
PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (93rd, Los Angeles, CA, August, 1985).
LANGUAGE- English

ED 266 197 UD 024 510

Simon, Julian L.
How Do Immigrants Affect Us Economically?
Georgetown Univ., Washington, D.C.
PUB DATE- 85
NOTE- 120p.; Prepared by the Center for Immigration Policy and Refugee Assistance.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Factors; Employment Patterns; Federal Programs; *Immigrants; *Labor Market; *Taxes; Undocumented Immigrants; Unemployment; Welfare Services

This document summarizes the key data and main findings of the book, "The Economic Consequences of Immigration into the United States." All immigrants, not only those who are illegal, are included in the discussion. Immigrants, it is concluded, raise the standard of living of the residents of the host country, rather than lowering it as is popularly supposed. The negative impact of immigrants is largely through the use of schools, hospitals, and public housing. However, immigrants pay more in taxes than the cost of the welfare services and schooling that they use--every year an average immigrant family puts about $1,500 into the pockets of natives. The report includes an introduction and conclusion, and seven chapters: (1) "Welfare, Taxes, and the Public Coffers"; (2) "Effects Through the Use of Capital"; (3) "Effects on Natural Resources and the Environment"; (4) "Labor Market Effects of Immigration"; (5) "Effects on Economic Productivity and Knowledge"; (6) "Overall Effects of More People on the Standard of Living"; and (7) "Income Distribution, Effects on Other Countries, and Additional Remarks." (CG)

ED 266 198 UD 024 682

Harber, Jay; And Others
Community Intergroup Conflict Resolution Guide.
Los Angeles County Commission on Human Relations, Calif.

REPORT NO.- ISBN-0-89940-805-2
PUB DATE- 82
NOTE- 71p.
AVAILABLE FROM- Office of Publications, Lyndon B. Johnson School of Public Affairs, Univesity of Texas, Drawer Y, University of Texas Station, Austin, TX 78713 ($5.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Budgets; *Children; Financial Policy; *Financial Support; Private Financial Support; *Public Policy; *Public Support; Resource Allocation; Social Services; *State Programs; *Tax Allocation; Youth
IDENTIFIERS- *Texas

This study examines spending on children and youth in Texas by constructing a comprehensive children's budget for 1978 spending. The study attempts to include not only data on spending through State government sources, but also other public sources of funds, charitable spending, and indirect Federal subsidies through tax exclusions. Total spending is examined by purpose and source in Chapter 1, followed by a description of recipients of public expenditures and some of the rationales for these expenditures in Chapters 2 and 3. Next, the extent of community-based rather than institution-based programs is examined for such areas as mental retardation, delinquency, and substance abuse. Chapter 5 examines the extent of preventive as opposed to treatment programs. The final two chapters analyze the importance of nonservice spending such as administrative expenses, and describe spending in Texas in relation to the State's administrative structure for children's programs. Appendices include data sources, and explanations of how estimates for county and local expenditures, tax expenditures, and private philanthropic expenditures were made. (CG)

ED 266 212 UD 024 702

Racial/Ethnic Survey--Students as of October 31, 1980.
Chicago Board of Education, Ill.
PUB DATE- 31 Oct 80
NOTE- 49p.; For related documents, see ED 262 109 and UD 024 703-706.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

native language arts met the 75% passing criterion both semesters; (5) passing rates in content area courses exceeded the 70% passing rate criterion in all courses both semesters; and (6) the attendance rate of program students was higher than the school-wide rate. Recommendations are included for furthering the program's efforts in the areas of cultural awareness, parent/community involvement, and program evaluation. (CG)

ED 266 227 UD 024 724

Rorro, Gilda L; Leggio, Pamela J.
A Handbook for Teachers of Haitian Students in New Jersey.
New Jersey State Dept. of Education, Trenton. Office of Equal Educational Opportunity.
PUB DATE- Dec 84
NOTE- 135p.
AVAILABLE FROM- New Jersey State Dept. of Education, CN 500, Trenton, NJ 08625 ($5.75).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acculturation; *Cultural Background; Curriculum Guides; Elementary Secondary Education; French; *Haitian Creole; *Haitians; Immigrants; Instructional Materials
IDENTIFIERS- Haiti; *New Jersey

This handbook for teachers is designed to give information about the social and cultural background of Haitian immigrant students and their transition to life in the United States. The majority of the State's public school districts serving Haitian students have requested help in finding instructional materials for the more than 1,000 Haitians they are teaching, as well as information on curriculum adaptations and general understanding of their students' situation. This handbook was created in response to this need. The first section focuses on the heritage and life experiences of Haitian students in Haiti, and includes information on: demography, history, social values, religion, language (Haitian Creole and French), education, and Haitian music. Section two describes the Haitian's adjustment to life in the United States and gives extensive information about working with students in the classroom. Included are: (1) suggestions on ways to help parents; (2) guidelines to understanding the Haitian Creole language; (3) comparisons of Haitian and American mathematical systems and admission to teacher education; (3) admission to student teaching; and (4) exit requirements. Descriptions of each of these phases list all of the sequential steps that must be accomplished before the phase is concluded. A sample admission form is included as well as an outline of admission instructions, requirements, and procedures for each phase. (JD)

ED 266 093 SP 026 955

Griffin, Gary; And Others
Clinical Teacher Education Guidelines. Report No. 9071.
Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- Sep 85
NOTE- 371p.; Portions of the handout material may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Inservice Teacher Education; *Learning Activities; *Program Development; *Research Utilization; Staff Development; Teacher Behavior; *Teacher Effectiveness
IDENTIFIERS- *Clinical Teacher Education

This manual incorporates the Clinical Teacher Education Guidelines which grew out of a program of research studies conducted by the Research in Teacher Education (RITE) program from 1980 through 1985. Three major studies covering preservice, induction, and inservice contributed to a better understanding of the nature and effects of clinical teacher education--learning activities that occur in the classroom and school setting. Findings from the descriptive studies of preservice clinical teacher education and programs of induction indicated certain characteristics to be consistently associated with desired outcomes in terms of teacher education. The clinical teacher education guidelines presented here are based on those program characteristics. The papers reporting on the findings of the studies are included in the manual appendix. Materials on the five workshop sessions make up the bulk of the document. They include in each case an outline of session objectives, suggestions for the trainer, handouts to be used in the session, and overheads. (JD) certificates; (3) early childhood education certification; (4) elementary teacher certification; (5) secondary teacher certification; (6) minimum requirements for teachers at all levels; and (7) certification of ancillary personnel. The second section of the document sets forth certification standards for vocational and technical personnel in the schools. (JD)

ED 266 109 SP 027 071

Clark, Christopher M.; Lampert, Magdalene
What Knowledge Is of Most Worth to Teachers? Insights from Studies of Teacher Thinking. Occasional Paper No. 86.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Cognitive Processes; Decision Making; *Educational Research; Interaction Process Analysis; *Research Utilization; *Teacher Behavior; *Teacher Effectiveness

The authors claim that the principal contribution of research on teacher thinking is enrichment of understanding of what teachers know and what teaching entails. Studies of teacher planning, decision making, knowledge, and theorizing can be used to provide prospective teachers with a realistically complex picture of the cognitive aspects of teaching. This research also supports the development of a conception of teaching as a reflectively professional enterprise. For both novices and experienced teachers the proposed goals of applying this research are to promote understanding of teaching as a design profession and to empower teachers in self-directed professional development efforts. Knowledge about how teachers get their work done is of worth to teachers not because it will provide them with new tools to use, but rather because it changes tne way researchers view what teachers need to know; researchers can then be of more help to teachers. Descriptions of teaching that have been produced by

relationships to improve and promote teacher education at their respective colleges; and (2) cross-college working relationships to develop, fund, and promote consortium teacher education improvement projects such as a consortium five-year program in teacher education, and a consortium cancellable-loans program for teacher candidates. The first part of this report is an executive summary, detailing the consultant's findings for the conference. The second part is a consultant's-responses report, containing the consultant's questions and rationales, ideas, and recommendations which emerged from the conference proceedings. The third part of the report is a chronological-narrative report in the form of an appendix providing elaborative information for each of the findings stated in the Executive Summary. (JD)

ED 266 125 SP 027 205

Dottin, Erskine S.; And Others
Teacher Education as a Moral Enterprise: Using the Humanities to Affect the Preparation of Teachers. A Special Initiatives Proposal to Improve the Preparation of Teachers.
PUB DATE- 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Quality; Higher Education; *Humanistic Education; *Preservice Teacher Education; Program Content; *Teacher Education Curriculum

A project is described that seeks to incorporate broader understanding of the humanities into a teacher education program. The project is based on the assumption that the study of philosophy, history, literature, and other basic disciplines of the humanities will help prospective teachers to develop interpretive, normative, and critical perspectives on education. Assuming that the route to professional competence does not lie in converting members of the human species into unreflective, dependent beings, but in engendering critical reason, this project focuses on the teacher preparation component that bridges the gap between the educated person and the professional teacher. The intent is to improve professional competence for preservice teacher educators by providing new and prospective teachers the opportunity to heighten moral consciousness and create conditions for professional independence. An outline is presented of the contents of a course

An eighth grade English teacher with 12 years of teaching experience in a conventional classroom setting decided to modify teaching and learning strategies to respond to the needs, interests, and abilities of individual students in a group setting. This action research study used the method of reflective analysis to analyze the process and results over a three-year period. Key components of the reflective analysis process include: (1) a recollection of an experience; (2) organization and use of data; (3) a form of representation; (4) an analysis of change and the process of change; and (5) confirmation of the findings. A description is given of how each of these five stages were followed in developing an accurate profile of the teachers' progress in bringing about the desired application of diagnostic teaching to the classroom. Factors that significantly assisted or impeded this progress are pointed out. The study shows that the method of reflective analysis is viable as a tool for experienced teachers who may be interested in examining their professional practice through a formal process of introspection. Appendices include data resulting from the study and references are supplied. (JD)

ED 266 142 SP 027 319

Lester, Paula E.
Teacher Job Satisfaction: A Perspective.
PUB DATE- Feb 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Faculty Mobility; *Job Satisfaction; Professional Recognition; *Teacher Attitudes; Teacher Characteristics; *Teaching (Occupation); Teaching Conditions

This study consisted of the development of the Teacher Job Satisfaction Questionnaire (TJSQ), designed to assess teacher job satisfaction in elementary and secondary schools. A thorough review was conducted of concepts, theories, and approaches related to job satisfaction in order to develop a clear definition of job satisfaction. A list of different factors which might account for teacher job satisfaction was compiled after a systematic review of the literature. These factors were given operational definitions

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 275p.
GRANT- NIE-G-83-001
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; *Educational Assessment; *Educational Quality; Elementary Secondary Education; Feasibility Studies; Longitudinal Studies; Mastery Tests; Minimum Competency Testing; National Norms; Pilot Projects; Public Policy; Standardized Tests; *State Programs; *State Surveys; *Testing Programs
IDENTIFIERS- *Educational Indicators; National Assessment of Educational Progress

The desire for a national picture of educational quality remains a continuing but unresolved goal. A question has been raised among high level policymakers regarding the feasibility of using existing data collected by the states to construct education indicators for state-by-state comparisons of student performance at the national level. A feasibility study was contracted to the UCLA Center for the Study of Evaluation (CSE) to explore the methodological and implementation issues of this approach. The results of the feasibility study are described and discussed in this report. Included in the study are analyses of: (1) the general characteristics of current state testing programs and of the content of currently used state tests; (2) alternative approaches to linking test results across states to create a common scale for purposes of comparison; and (3) the availability of auxiliary information about students and schools and its potential use in creating more valid indicators of achievement. These analyses culminated in a number of recommendations about ways to facilitate the use of state data for national comparisons. These recommendations focus on basic preconditions, proposed approaches, pilot study needs, auxiliary information collection and documentation, and strategies for optimizing political, institutional, and economic support. (Author/LMO)

ED 266 157 TM 860 100

McArthur, David L.
Applied Studies in Computerized Diagnostic Testing: Implications for Practice. Diagnostic Testing Project.
California Univ., Los Angeles. Center for the Study of Evaluation.

San Diego City Schools, CA. Planning, Research and Evaluation Div.
PUB DATE- 1 Aug 84
NOTE- 420p.; For related documents, see ED 250 329 and ED 210 335. Submission to Superintendent of Schools, San Diego, California.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Gains; *Achievement Tests; Basic Skills; *Comparative Testing; *Compliance (Legal); De Facto Segregation; Elementary Secondary Education; Ethnic Groups; Graphs; Language Tests; Mathematics Tests; *Minority Groups; Norm Referenced Tests; Reading Tests; Scores; Tables (Data); *Test Results
IDENTIFIERS- *Comprehensive Tests of Basic Skills; *San Diego Unified School District CA

Spring 1984 achievement test results for court-identified, minority isolated (MI) schools in the San Diego Unified School District are reported. The Comprehensive Tests of Basic Skills (CTBS) were used to measure progress in the areas of reading, language, and mathematics. Language and math scores trended upwards across grades; reading also improved, but lagged at Grades 5, 6, 9 and 11. Additional data provided for districtwide testing indicated that the "margin of difference" between achievement levels in MI schools and other schools in the district has been reduced substantially since the 1979-80 baseline year. Part I reports interim goal progress for 1984; Part II compares test scores in minority-isolated schools and non-minority schools; Part III describes test scores by ethnic subgroups; and Part IV reports test scores of resident and non-resident students in Voluntary Ethnic Enrollment Program (VEEP) schools. Extensive appendices include the following: (1) court ordered integration plans; (2) historical baseline data; (3) detailed CTBS Test Results for Spring 1984; (4) graphic contrast of CTBS results; (5) degree of attainment of interim goals; (6) number and percent of students tested; (7) summary of achievement gains; (8) 1979-80 and 1983-84 CTBS Test Results; and (9) test results for resident and non-resident students in VEEP schools. (LMO)

ED 266 171 TM 860 115

Bufford, Rodger K.; Parker, Thomas G., Jr.
Religion and Wellbeing: Concurrent Validation of the Spiritual Well-Being Scale.
PUB DATE- Aug 85

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Child Rearing; Cognitive Processes; *Computer Oriented Programs; Computer Simulation; *Decision Making; Flow Charts; Heuristics; *Microcomputers; Parent Child Relationship; Parent Role; *Problem Solving; Research Methodology; Role Perception; *Social Cognition
IDENTIFIERS- Computer Presented Social Interactions

A technique for studying how parents think, make decisions, and solve childrearing problems, Computer-Presented Social Interactions (CPSI), is described. Two studies involving CPSI are presented. The first study concerns a common parental cognitive task: causal analysis of an undesired behavior. The task was to diagnose the cause of non-contingent crying in an infant. The subjects were required to rule out causes of crying by acquiring the fewest and most important stored information units possible. The second type of problem, focused on decision making in a potentially difficult setting. The computer simulated the experience of shopping in the supermarket with a young child. As the computer reported that the child began to misbehave, the subject could select one of four or five pre-programmed responses. Subjects in both experiments were 120 middle-class, college educated women from two locations. In the first problem, mothers and pediatric nurses were more efficient and accurate at reaching a solution than women without children. In the second study, nulliparous, primiparous, and multiparous women showed differences in management techniques, but similarities in responses to child misbehavior. Further applications for the CPSI techniques are suggested. (LMO)

ED 266 185 TM 860 129

Jeffery, Peter L.
The Utilization of "Set: Research Information for Teachers" in Selected Educational Institutions.
Australian Council for Educational Research, Hawthorn.
PUB DATE- Mar 85
NOTE- 154p.; Appendix 1 contains light type. For earlier reports on SET utilization, see ED 217 529 and ED 217 536.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Educational Research; Elementary

PUB DATE- Jan 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Arbitration; *Community Coordination; *Conflict Resolution; *Consultants; *Intergroup Relations
IDENTIFIERS- *Negotiators

This booklet explains some of the basic characteristics and functions of third-party consultations, a problem-solving model in which community intergroup conflicts are resolved with the assistance of a third party in a face-to-face interchange and problem-solving process. The guide, intended for use by consultants, is divided into eight sections. Section 1 defines conflict resolution as a process of coming to a mutual agreement on a dispute, and describes six models in common use: mediation, arbitration, litigation, conciliation, community boards, and third-party consultation. Section 2 focuses on skills and characteristics of third-party consultants, including active listening, communication, openness and flexibility, fairness and impartiality, discretion, and other skills. Section 3 advises consultants to consider playing the roles of facilitator, instructor, resources expander, change agent, enabler, and catalyst. Section 4 presents a community analysis outline which consultants can use to gain a better understanding of the context in which they work. Section 5 recommends actions to take in preparation for the resolution process, and Section 6 offers procedural recommendations for the resolution itself. Section 7 provides a bibliography, and Section 8 presents the community intergroup conflict resolution model in flow chart form. (KH)

ED 266 199 UD 024 683

Owan, Tom Choken, Ed.
Southeast Asian Mental Health: Treatment, Prevention, Services, Training and Research.
National Inst. of Mental Health (DHHS), Rockville, Md.; Office of Refugee Resettlement (DHHS), Washington, D.C.
REPORT NO.- ADM-85-1399
PUB DATE- 85
NOTE- 557p.; Metrotec, Inc. also participated in the substantive development of this publication.

DESCRIPTORS- Elementary Secondary Education; *Enrollment; Ethnic Groups; *Racial Composition; *School Demography; *School Statistics; *Students
IDENTIFIERS- *Chicago Public Schools IL

Data on the racial and ethnic composition of the Chicago Public Schools student population are presented in this report, which is based on a teacher-observation survey taken on October 31, 1980. The information is used in the development of reports required by various State and Federal agencies, and for the review and analysis of the characteristics of students attending Chicago public schools. The entire report consists of four statistical tables: (1) Comparison of Student Racial/Ethnic Survey with previous year; (2) Summary of Survey by Type of School/Program; (3) Summary of Survey by District; and (4) School-by-School Listing of Survey, arranged by District. (KH)

ED 266 213 UD 024 703

Racial/Ethnic Survey--Students as of October 30, 1981.
Chicago Board of Education, Ill.
PUB DATE- 30 Oct 81
NOTE- 51p.; For related documents, see ED 262 109 and UD 024 702-706.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Ethnic Groups; *Racial Composition; *School Demography; *School Statistics; *Students
IDENTIFIERS- *Chicago Public Schools IL

Data on the racial and ethnic composition of the Chicago Public Schools student population are presented in this report, which is based on a teacher-observation survey taken on October 30, 1981. The information is used in the development of reports required by various State and Federal agencies, and for the review and analysis of the characteristics of students attending Chicago public schools. The entire report consists of four statistical tables: (1) Comparison of Student Racial/Ethnic Survey with previous year; (2) Summary of Survey by Type of School/Program; (3) Summary of Survey by District; and (4) School-by-School Listing of Survey, arranged by District. (KH) orthography; and (4) various practical classroom considerations. Also included are stories, songs, poems, and other information--some Creole, French, and English translations for use by the teachers. Two sample lesson plans are given, one for the kindergarten through grade 2 level, and one for grades 7 through 9. A resource list is included, along with appendices which provide a variety of other information useful in dealing with this student population. (CG)

ED 266 228 UD 024 725

Barriers to Self-Sufficiency for Single Female Heads of Families. Hearings before a Subcommitee of the Committee on Government Operations, House of Representatives, Ninety-Ninth Congress, First Session (July 9-10, 1985).

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- Jul 85
NOTE- 827p.; Many sections contain small print.
LANGUAGE- English
EDRS Price - MF05/PC34 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Early Parenthood; *Economic Opportunities; *Educational Opportunities; Employed Women; Employment Opportunities; Federal Government; Federal Programs; *Females; *Government Role; Heads of Households; Hearings; Higher Education; Mothers; One Parent Family; *Poverty; *Unwed Mothers; Welfare Services
IDENTIFIERS- Congress 99th

The proceedings of a House of Representatives hearing on opportunities for self-sufficiency for single women in poverty are presented in this document. Included are statements presented by three panels consisting of experts in the field of welfare and employment policy, the General Accounting Office, and representatives of the National Association of State Welfare Administrators; the Reagan Administration; and witnesses who address specific concerns about child care, adolescent mothers, and educational opportunities for welfare recipients. Questions discussed include the following: (1) How should the income support system be structured so that it is able to provide a decent life for families without resulting in permanent poverty for so many of them? (2) How should resources be targeted to people with diverse needs? What approaches work best for which groups? (3) What is the Federal role in assuring that adequate child care and medical care

ED 266 094 SP 026 958

Huling-Austin, Leslie; And Others
Strategies for Improving Teacher Education. MTIP Satellite Network Conference Proceedings (Austin, Texas, November 1-2, 1984; Austin, Texas, April 22-23, 1985).
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Inservice Teacher Education; Mentors; *Teacher Education Programs; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; *Model Teacher Induction Program

This document reports the proceedings of two conferences pertaining to the Model Teacher Induction Program (MTIP), developed by the Research and Development Center for Teacher Education (Austin, Texas). The two conferences were for network participants of the MTIP Satellite Network. The proceedings of the conferences, including conference overviews, agendas, major addresses, synopses of participant reports, and comments from conference evaluation are offered. The major address given at the November 1984 conference, "Induction: The State of the Art" (Sara A. Edwards), is included, as is a synopsis of the major address given at the April 1985 conference, "Mentoring: A Review of the Literature with a Focus on Teaching" (Cleta Galvez-Hjornevik). The network's collaborative study on teacher induction in diverse contexts is also reported. (CB)

ED 266 095 SP 026 961

Hoffman, James V.; O'Neal, Sharon F.
Beginning Teachers and Changes in Self-Perceived Sources of Influence on Classroom Teaching Practices. Report No. 9067.

studies of teacher thinking can help to provide a framework for researchers to decide what sorts of information, advice, and support will be useable in the classroom. (Author/JD)

ED 266 110 SP 027 077

Simmons, Joanne M.
Exploring the Relationship between Research & Practice: The Impact of Assuming the Role of Action Researcher in One's Own Classroom.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Action Research; Inservice Teacher Education; *Research Utilization; *Staff Development; Teacher Attitudes; *Theory Practice Relationship

A study examined the impact of assuming the role of action researcher in one's own classroom as an example of inquiry-oriented, professional staff development. The study was a part of a comprehensive, longitudinal investigation of the impact of certain professional development experiences on K-12 classroom teachers. A review of the literature and interviews and questionnaire results of teachers who had been involved in a classroom based action research project sought to determine: (1) ways that teachers were influenced by reflectively analyzing their own practices in light of research regarding the teaching-learning process; (2) the impact of the teachers' attitudes toward doing research, reading research, and using the results of research; and (3) the suitability of certain data collection techniques for investigating teacher experiences and beliefs regarding the relationship of educational research and their classroom practices. The teachers felt that there have been positive increases in their knowledge and skills in the following areas: (1) effective teaching-learning; (2) research; (3) reflective thinking habits; (4) the need for continuing professional development; and (5) overall effectiveness as teachers. (CB)

designed to reach these objectives. A reading list for students in the course is included, as well as general references. (JD)

ED 266 126 SP 027 208

Holmstrom, Engin Inel
Recent Changes in Teacher Education Programs. Higher Education Panel Report Number 67.
American Council on Education, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Standards; *Admission Criteria; *Degree Requirements; Grade Point Average; Higher Education; *Preservice Teacher Education; Scholarships; *Student Recruitment; *Teacher Education Programs

This report describes changes that have taken place between 1980-81 and 1984-85 affecting admission/graduation requirements and recruitment efforts in teacher education programs. Specifically the survey requested information on: (1) specific requirements for admittance into teacher preparation programs; (2) changes in credit hour requirements over the last five academic years; and (3) teacher recruitment efforts. Findings are discussed and listed in tabular form. Highlights include: (1) A majority of the nation's schools, colleges and departments of education (SCDEs) do not accept freshmen into their programs; (2) Most have minimum grade point average requirements in general studies for entering students; (3) The average number of credit hours required for a baccalaureate degree in education is about 127 hours and relatively constant in all institutions; (4) Education courses constitute about one-third of all credit hours required for graduation for elementary programs and just over one-fifth of those from secondary programs; (5) Virtually all programs require their students to have teaching practica before graduation; and (6) About two-fifths of the SCDEs have minimum grade requirements for completing general studies in English as part of their admission procedure. (JD)

and an item pool was created. Statistical procedures were followed to develop a representative sample of items, and tests of reliability and validity were performed. A pilot study was conducted to improve the instrument before the final study. Item analyses and tests for item discrimination were performed to eliminate undesirable items. The questionnaire sought to identify the reasons people choose teaching as a career, the characteristics of teaching and reasons people leave teaching. The TJSQ was submitted to randomly selected teachers at all levels (in New York City, and Westchester, Nassau and Suffolk counties) and 620 returns were received. Resulting data is discussed and areas of general dissatisfaction are identified. Suggestions are made for administrators on evaluating staff attitudes and improving teaching conditions. (JD)

ED 266 143 SP 027 326

Abel, Frederick J.; And Others
The Application of Instructional Design and Modeling Theory in Educational Psychology.
PUB DATE- Feb 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Course Content; Curriculum Development; *Educational Psychology; *Instructional Design; Learning Strategies; *Modeling (Psychology); Preservice Teacher Education; *Teacher Education Curriculum

Practically every teacher preparation institution offers a course in educational psychology, and it is often the initial education course taken by preservice teachers. Problems with such courses are that they are usually taught by several instructors with no standardization of course content, and the strategies used to teach these courses often do not model the theories covered. This paper describes an attempt at Montana State University to resolve and respond to these problems. A search for a solution led to a five-step training process described by Joyce and Showers (1980). In addition, education faculty involved in teacher education and students who had taken the course were surveyed to determine what they considered to be important. As a result of this survey, eight

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 22p.
GRANT- NIE-G-83-0001-P1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Computer Oriented Programs; *Computer Science; *Diagnostic Tests; Elementary Secondary Education; Microcomputers; *Models; Prediction; Psychometrics; Reading Comprehension; *Test Theory
IDENTIFIERS- *Diagnostic Testing Project

The use of computers to build diagnostic inferences is presented in two contexts: (1) closed world, exemplified by the space shuttle launch monitoring system; and (2) open world, represented by computerized diagnostic testing of reading comprehension. The analysis shows that the closed world provides a substantially cleaner environment within which to perform diagnostic inference. In the case of educational diagnosis, most domains tend to be relatively open-ended, and thus no comparable clarity can be found. If the test materials for computerized administration can be designed within tightly controlled parameters, and if the diagnostic strategy can be strongly tied to theory about performance errors within the topic domain, then many of the ambiguities of diagnostic inference will be closer to resolution. The computer has proved itself valuable in managing more traditional varieties of educational test administration and scoring. Properly programmed, the computer can become an unparalleled asset in the context of diagnostic testing. (LMO)

ED 266 158 TM 860 101

Burstein, Leigh
Specificity of Information in Data-Based Decision Making in Schools. Systemic Evaluation Project. Final Report.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 43p.; The journal article, "Measurement and Statistical Issues in Multilevel Research on Schooling," by Kenneth A. Sirotnik and Leigh Burnstein (Educational Administration Quarterly; v21 n3 p 169-85, Sum 1985) which was appended to the original document was removed because of copyright restrictions.

NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Affective Measures; *Aggression; *Assertiveness; Behavior Rating Scales; Church Related Colleges; Correlation; Higher Education; Psychological Patterns; *Religious Factors; *Test Validity; *Well Being
IDENTIFIERS- Interpersonal Behavior Survey; *Spiritual Well Being Scale

This study was designed to explore the concurrent validity of the Spiritual Well-being Scale (SWB). Ninety first-year student volunteers at an evangelical seminary served as subjects. As part of a larger study, the students completed the SWB and the Interpersonal Behavior Survey (IBS). The SWB Scale is a 20-item self-report scale. Ten items measure the vertical dimension of relationship to God, and comprise Religious Well-being (RWB). The IBS measures several dimensions of interpersonal behavior. It contains MMPI-type validity scales, seven aggressiveness scales, eight scales measuring assertiveness behaviors, and three relationship scales. Results showed that SWB--and its subscales RWB and Existential Well-being (EWB)--were positively correlated with the Denial and Impression Management validity scales of the IBS and negatively correlated with the Infrequency Scale; they were negatively correlated with all of the aggressiveness scales; they correlated positively with five of the assertiveness scales and were not significantly related to the remaining three assertiveness scales; they correlated negatively with the Shyness and Dependency relationship scales, but were unrelated to the Conflict Avoidance Scale. The results suggest that Spiritual Well-being is negatively related to self-reported aggressiveness, dependency, and shyness in this seminary population. (LMO)

ED 266 172 TM 860 116

Resource Papers and Technical Reports. Research into Practice Project.

California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 174p.; For individual reports see TM 860 117-119.

Secondary Education; Field Studies; Foreign Countries; Higher Education; *Information Dissemination; Information Utilization; Organizational Development; Questionnaires; *Research Utilization; Surveys; Teacher Education
IDENTIFIERS- New Zealand; *Research Practice Relationship; *SET Research Information for Teachers

This document researched the utilization of SET: Research Information for Teachers, a package of articles presenting a smorgasbord of educational research information. Five case studies in New Zealand schools were presented; five institutional visits were described. The purpose of the school visits was to investigate what happened to SET information documents and like matter when it reached schools of various types. Also investigated were within-school activities and systems to disseminate the information, and reactions of principals to various types of document content. The research plan incorporated preliminary studies, discussions with a number of educators, and questionnaires mailed to all members of an advisory committee for SET. Results showed that academics fall into categories of those who accept the research model and those who question its validity. Teachers and school personnel had limited experience with SET because the materials seldom reached them. Publishing and distribution problems could be corrected through a considerable effort to recruit the cooperation of principals of schools, and through the development and use of a network. Current subscription statistics for SET and an analysis of item sources are included in the report. Appendices include a school visit checklist, a school librarian interview schedule, and other materials used in school and institutional visits. (LMO)

ED 266 186 TM 860 130

Mislevy, Robert J.; Bock, R. Darrell
A Technical Description of the Procedures Used in Calculating School-Level Scaled Scores for the "Survey of Basic Skills: Grade 6."
California State Dept. of Education, Sacramento.
PUB DATE- 84
NOTE- 128p.
CONTRACT- 1320
AVAILABLE FROM- California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.75).
LANGUAGE- English

LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Acculturation; *Asian Americans; Ethnic Groups; Immigrants; *Indochinese; *Mental Health; Mental Health Programs; *Psychological Needs; *Psychological Services; *Refugees
IDENTIFIERS- *Southeast Asians

This sourcebook contains 19 papers which discuss the mental health service needs of Southeast Asian refugees in the United States. The volume is divided into five sections: Treatment; Prevention; Services; Training; and Research. The papers (and their authors) are: (1) "Psychiatric Care for Southeast Asians: How Different Is Different?" (Tran Minh Tung); (2) "The Role of Culture in the Mental Health Treatment of Indochinese Refugees" (Hideki A. Ishisaka, Quynh T. Nguyen, and Joseph T. Okimoto); (3) "Mental Health of Southeast Asian Refugees: Observations Over Two Decades From Laos and the United States" (Joseph Westermeyer); (4) "Mental Health Treatment Issues for Southeast Asian Refugee Children" (Jean E. Carlin and Burton Z. Sokoloff); (5) "Overview of Clinical Issues in the Treatment of Southeast Asian Refugees" (J. David Kinzie); (6) "Southeast Asian Mental Health: Transition From Treatment Services to Prevention--A New Direction" (Tom Choken Owan); (7) "Preventive Intervention Research: A New Beginning" (Morton M. Silverman); (8) "Mental Health and Prevention Activities Targeted to Southeast Asian Refugees" (Bruce Thowpaou Bliatout, Rath Ben, Vinh The Do, Khem One Keopraseuth, Hollis Yap Bliatout, and David Tsanh-Tsing Lee); (9) "Southeast Asian Mutual Assistance Associations: An Approach for Community Development" (Le Xuan Khoa and Diana D. Bui); (10) "Alternative Mental Health Services Models in Asian/Pacific Communities" (Kenji Murase, Janey Egawa, and Nathaniel Tashima); (11) "Mental Health Services for Refugees and Immigrants in Canada" (San Duy Nguyen); (12) "A Community-Based Mental Health Service to Southeast Asian Refugees" (Rodger G. Lum); (13) "Inpatient Psychiatric Services for Southeast Asian Refugees" (Evelyn Lee); (14) "An Indochinese Mental Health Service Model in San Francisco" (Reiko Homma True); (15) "Training for Mental Health Service Providers to Southeast Asian Refugees: Models, Strategies, and Curricula" (Herbert Z. Wong); (16) "Mental Health and Refugee Youths: A Model for Diagnostic Training" (Jeanne F. Nidorf); (17) "Mental Health and the Refugee Experience: A Comparative Study of Southeast Asian Refugees" (Ruben G. Rumbaut); (19) "Research Concerns Associated with the Study of Southeast Asian Refugees" (William T. Liu and Freda Cheung); and (19) "Studying Vietnamese Refugees: Methodological Lessons in Transcultural Research" (Elena S. H. Yu). Supplementary statistical tables are included in an appendix. (KH)

ED 266 214 UD 024 704

Racial/Ethnic Survey--Students as of October 29, 1982.
Chicago Board of Education, Ill.
PUB DATE- 29 Oct 82
NOTE- 50p.; For related documents, see ED 262 109 and UD 024 702-706.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Ethnic Groups; *Racial Composition; *School Demography; *School Statistics; *Students
IDENTIFIERS- *Chicago Public Schools IL

Data on the racial and ethnic composition of the Chicago Public Schools student population are presented in this report, which is based on a teacher-observation survey taken on October 29, 1982. The information isused in the development of reports required by various State and Federal agencies, to provide for the planning and implementation of integration initiatives and to assist in facilities management and planning. The entire report consists of four statistical tables: (1) Comparison of Student Racial/Ethnic Survey with previous year; (2) Summary of Survey by Level and Type of School; (3) Summary of Survey by District; and (4) School-by-School Listing of Survey, arranged by District. (KH)

ED 266 215 UD 024 705

Racial/Ethnic Survey--Students as of October 31, 1983.
Chicago Board of Education, Ill.
PUB DATE- 31 Oct 83
NOTE- 50p.; For related documents, see ED 262 109 and UD 024 702-706.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Ethnic Groups; *Racial Composition; *School Demography; *School Statistics; *Students
IDENTIFIERS- *Chicago Public Schools IL

Data on the racial and ethnic composition of the Chicago Public

are available to mothers making the transition from welfare to work? (4) How should government make the initial investment needed to reach severely disadvantaged participants? (5) How should Federal programs be designed to effectively serve large numbers of people? (6) How does Federal policy affect the availability of better-paying employment options for women? (7) Are adequate evaluation methods in place to determine which welfare employment programs are most successful in helping women achieve self-sufficiency? If not, how can they be implemented? (KH)

ED 266 229 UD 024 726

Problems with the Administration's Voucher Proposal for Chapter 1. Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. Committee Print.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Jan 86

NOTE- 17p.; Document contains small, light print. Serial No. 99-L.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Compensatory Education; Economically Disadvantaged; Educational Equity (Finance); Educational Finance; *Educational Legislation; *Educational Vouchers; Elementary Secondary Education; *Federal Legislation; Federal Programs; *Private Education; Public Education; *School Choice; State Church Separation

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This report analyzes problems in a proposal, submitted by Secretary of Education William J. Bennett, for Federal legislation to convert the Existing Chapter 1 program of the Education Consolidation and Improvement Act, which provides remedial educational services to disadvantaged students, into a tuition voucher program. The report, which is organized in outline form, makes 8 major points: (1) The voucher bill is objectionable on philosophical grounds. (2) Poor parents would not really have the choice of schools the voucher advocates claim. (3) The voucher bill would negatively affect Chapter 1, a program that is currently working well. (4) The bill would irresponsibly offer public funds without demanding public accountability; (5) The voucher program will be an administrative

Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Program Effectiveness; *Socialization; Staff Development; *Teacher Orientation; *Vocational Adjustment
IDENTIFIERS- *Beginning Teacher Induction

A study explored the socialization process of beginning teachers participating in formal teacher induction programs. The focus was on perceived sources of influence on classroom practices. The findings suggest that a wide array of features compete for the attention of the first year teachers as they make instructional decisions. Over the course of the year, beginning teachers sort out these forces and attend to some more than others. The perceived sources of influence are similar at the end of the first year of teaching to those reported by experienced teachers who are operating in a similar context. Induction programs appear to contribute positively to the socialization process with respect to classroom practices through the mechanism of the peer or supporting teacher. The induction programs exert little in the way of positive influence on classroom practices through the evaluation procedures used. (CB)

ED 266 096 SP 026 963

The Teacher Center Program. Final Evaluation Report 1984-1985.
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
PUB DATE- Sep 85
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Program Effectiveness; *Program Evaluation; *Staff Development; *Teacher Centers; *Teacher Participation

The Teacher Center Program offers a non-threatening environment

Shulman, Judith

From Veteran Parent to Novice Teacher: A Case Study of a Student Teacher.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Mother Attitudes; *Parenting Skills; *Role Conflict; Secondary Education; *Socialization; *Student Teachers; *Teacher Effectiveness; Teacher Role

A case study is presented of a secondary student teacher, focusing on her adaptation to the role of a teacher, and factors that influenced the adaptation process. The student teacher described is one of a growing number of women who are making the decision to become professionals later in life, after having experienced roles such as marriage, parenting, and other jobs. The study was conducted over a 10-week period of student teaching. This student teacher's development as a teacher is traced through changes in her teaching and related changes in the language with which she described her experiences as a student teacher. For example, as the period progressed, she devoted increasing amounts of time to instruction, and talked less about classroom management per se and more about the impact of instruction on order in the class. Her adaptation to the role of a teacher was influenced significantly by the personal resources she had due to her age and life experience. They provided her with the strength to operate according to her own values, even when they differed dramatically from those of her cooperating teacher. This process of development is discussed by drawing on the role theory as well as existing literature on the socialization of teachers. (Author/JD)

ED 266 127 SP 027 223

Beacon Hill Elementary Staff Involvement Leads to Improvements. Profiles Programs & Products. Goal Based Education Number 46.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 6p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Improvement Programs; *Inservice Teacher Education; Research Utilization; *Staff Development; *Teacher Participation
IDENTIFIERS- Goal Based Education; Washington

An emphasis on full staff involvement has been the focus of school improvement efforts at Beacon Hill Elementary School in Kelso, Washington. Following a process for improvement through the application of effective schooling research results in instructional programs, the school has involved staff in planning, goal setting, and extensive inservice programs to improve instruction while working to meet specific improvement goals. This report describes the staff involvement of district support aids, training methods for the staff through inservice programs, activities for students and parents, and the impact of the improvement effort. (JD)

ED 266 128 SP 027 233

Cameron-Jones, M.
Focus on Teaching Project. Final Report.
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- Dec 85
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Classroom Research; Elementary

important components were identified: behavioral, cognitive, developmental, and humanistic psychology; learning styles; brain research; exceptional children; and multicultural education. In order to standardize this material, an instructional analysis, based on instructional design theory, was developed for each component. This process can be applied to other courses in the teacher education program. (Author)

TM

ED 266 144 TM 850 441

TELLS: Testing for Essential Learning and Literacy Skills. 1984-85 Statewide Test Results. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Jan 85
NOTE- 72p.; For a related document, see TM 860 141.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Elementary Secondary Education; Grade 3; Grade 5; Grade 8; *Mathematics; *Minimum Competency Testing; Private Schools; Public Schools; *Reading Tests; Remedial Programs; School Districts; Standardized Tests; *State Programs; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- *Pennsylvania; *Testing for Essential Learning And Literacy Skills

Pennsylvania Governor Dick Thornburgh initiated an education reform package, "Turning the Tide: An Agenda for Excellence in Pennsylvania Public Schools" in October 1983. The statewide competency testing program which followed was "Testing for Essential Learning and Literacy Skills (TELLS), and it tested reading and mathematics skills among students in grades 3, 5, and 8. State-funded remedial instruction was to be provided for students whose scores indicated a deficiency at their grade level. Tests were administered for the first time in October 1984 and were mandatory for the state's 501 school districts. (Participation was

GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data; *Decision Making; Educational Environment; Elementary Secondary Education; *Information Processing; *Information Utilization; *Instructional Systems; Models; Psychometrics; Student Characteristics
IDENTIFIERS- *Instructional Information Systems; Instructional Management Systems; Specificity; *Systemic Evaluation Project

This paper presents an analysis of the factors influencing human decision making, and its implications for the judgments and choices that result from juxtaposition of data with decision content. The analysis serves as a background for the consideration of selected issues regarding the specificity of information in data-based decision making in schools. The text is divided into the following sections: (1) reasons for focussing on specificity of information during the course of the Systemic Evaluation (SE) Project; (2) issues that influence the choice of appropriate specificity of information in data-based decision making in schools; (3) application of points raised during general analysis to the work on instructional information systems; (4) examples from existing practice illustrate specificity choices; and (5) suggestions intended to advance the state of practice with regard to balancing the competing factors that impinge the choice of specificity in data-based decision making in schools. (LMO)

ED 266 159 TM 860 102

Herman, Joan; Winters, Lynn
Test Design Manual: Guidelines for Developing Diagnostic Tests. Diagnostic Testing Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 99p.; Portions of appendices contain small print. Some graphics may not reproduce clearly.
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Criterion Referenced Tests; *Educational Assessment; *Educational Technology; Elementary Secondary Education; Error of Measurement; *Evaluation Methods; Evaluation Needs; Higher Education; Models; Norm Referenced Tests; *Outcomes of Education; Program Evaluation; *Questionnaires; Self Evaluation (Individuals); Student Characteristics; Surveys; *Validity

This document contains three papers developed by the Center for the Study of Evaluation's (CSE's) Research into Practice Project. The first paper, "A Process for Designing and Implementing a Dual Purpose Evaluation System," by Pamela Aschbacher and James Burry, provides a model for evaluating programs for two purposes simultaneously: (1) program improvement; and (2) policymaking. While this paper was written to answer needs of individuals interested in educational evaluation, it can also provide formative information for local program managers and serve the accountability and reporting needs of a state legislature, district office, or other policymaking body. The second paper, "The Credibility of Student Self-Reports," by C. Robert Pace et al., demonstrates that there are many ways to confirm the accuracy, reliability, and validity of student self reports. Part 1 summarizes highlights from the literature and adds comments from the author's research; Part 2 reports on three questionnaires. The third paper "Assessing Instructionl Outcomes," by Eva L. Baker and Harold F. O'Neil, Jr., presents a discussion of outcome assessment that puts into context the evolution of measurement from its beginnings up to its present state. It looks at commonly used psychometric measures, including criterion-referenced, norm-referenced and domain-referenced tests. A special model of evaluation, designed to be adapted especially to the problem of new technologies, is offered. (LMO)

ED 266 173 TM 860 117

Aschbacher, Pamela; Burry, James
A Process for Designing and Implementing a Dual Purpose Evaluation System. CSE Resource Paper No. 7.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 40p.; In: "Resource Papers and Technical Reports. Research into

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; *Basic Skills; Equated Scores; Grade 6; Intermediate Grades; *Item Analysis; *Mathematical Models; Maximum Likelihood Statistics; *Minimum Competency Testing; Scaling; *Scoring
IDENTIFIERS- *California Assessment Program; One Parameter Model; Two Parameter Model

New legislation in 1972 shifted the emphasis of the California Assessment Program (CAP) from traditional every pupil achievement testing to a more efficient multiple-matrix testing design, under which a broad spectrum of skills could be surveyed without undue expenditure of educational resources. Scale score reporting was introduced to the grade 6 assessment in 1981-82. The purpose of the present report is to document activities undertaken in this endeavor. After a brief review of the fundamentals of CAP measurement models, the following topics are considered: (1) structure of the assessment instrument and the delineation of skill areas; (2) item calibration procedures and results; (3) scoring procedures for a single school in a single skill element, then for aggregations of schools and/or skill elements; (4) method of approximating results for demographic subgroups within schools; and (5) equating of results from the prior grade 6 surveys to the new score scale. Appendices include (1) Calibration of Skill Element "Classification of Numbers": One- and Two-Parameter Logistic Models; and (2) 1981-82 Grade 6 Item Parameter Estimates. (LMO)

ED 266 187 TM 860 132

Duchastel, Philippe
Student Attitudes Toward Economics--Development of an Attitude Questionnaire.
PUB DATE- 85
NOTE- 19p.; Appendix A contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Students; *Attitude Measures; *Economics Education; Higher Education; Item Analysis; Professional Continuing Education; *Questionnaires; Scaling; Scoring; *Student Attitudes; *Test Construction; Test Interpretation; Test Reliability;

ED 266 200 UD 024 684

Bossone, Richard M., Ed.; Polishook, Irwin H., Ed.
School-to-Work Transition: Proceedings of the Conference of the University/Urban Schools National Task Force (7th, Washington, D.C., November 1-2, 1985).
City Univ. of New York, N.Y. Graduate School and Univ. Center.
PUB DATE- 86
NOTE- 130p.
AVAILABLE FROM- Dr. Richard Bossone, Graduate School of CUNY, 33 West 42 Street, New York, NY 10036 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- Basic Skills; Career Education; *Dropouts; Educational Improvement; *Education Work Relationship; High Schools; *School Business Relationship; *School Role; Urban Schools; Vocational Education; Work Attitudes; *Youth Employment
IDENTIFIERS- *Corporate Support; Maryland (Baltimore); *School to Work Transition

The eleven papers presented at a 1985 conference on school-to-work transition are collected in this volume. The papers focus on school-business partnerships, school programs, and community projects. Their titles (and authors) are: (1) "Investing in Our Children: Business and the Public Schools" (Sol Hurwitz); (2) "From School to Work: Transition or Chasm?" (Gordon Berlin); (3) "Corporate Role in Public Education" (Peter Goldberg); (4) "World of Work: Youth Orientation" (James N. Heston); (5) "Bridges and Partnerships: School-to-Work Transition" (William J. Cirone); (6) "Public/Private Collaboration in School-to-Work Programs" (Peggy Dulany); (7) "School-to-Work Transition: A Solution to the Dropout Problem" (Nathan Quinones and Victor Herbert); (8) "Preparation for Police Work: An Academic Model" (Mary DePiano Rothlein); (9) "School-to-Work Transition: The Hidden Agenda" (R. C. Smith); (10) "School-to-Work: Lessons Learned in Baltimore" (Marion W. Pines); (11) "School-to-Work Programs: Response and Non-Response" (Frank J. Slobig). Opening remarks, by William J. Bennett, and closing remarks, by Edward J. Meade, Jr., are also included. A preface to this collection observes that virtually all of the papers express concern for the effectiveness of school-to-work programs and stress the relevance of basic skills and the inculcation of qualities vital to productive employment. (KH)

Schools student population are presented in this report, which is based on a teacher-observation survey taken on October 31, 1983. The information is used in the development of reports required by various State and Federal agencies, to provide for the planning and implementation of integration initiatives, and to assist in facilities management and planning. The entire report consists of four statistical tables: (1) Comparison of Student Racial/Ethnic Survey with previous year; (2) Summary of Survey by Level and Type of School; (3) Summary of Survey by District; and (4) School-by-School Listing of Survey, arranged by District. (KH)

ED 266 216 UD 024 706

Racial/Ethnic Survey--Students as of October 31, 1985.
Chicago Board of Education, Ill.
PUB DATE- 31 Oct 85
NOTE- 56p.; For related documents, see ED 262 109 and UD 024 702-705.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Ethnic Groups; *Racial Composition; *School Demography; *School Statistics; *Students
IDENTIFIERS- *Chicago Public Schools IL

Data on the racial and ethnic composition of the Chicago Public Schools student population are presented in this report, which is based on a teacher-observation survey taken on October 31, 1985. The information is used in the development of reports required by various State and Federal agencies to provide for the planning and implementation of integration initiatives, and to assist in facilities management and planning. The entire report consists of four statistical tables: (1) Comparison of Student Racial/Ethnic Survey with previous year; (2) Summary of Survey by Level and Type of School; (3) Summary of Survey by District; and (4) School-by-School Listing of Survey, arranged by District. (KH)

ED 266 217 UD 024 707

nightmare. (6) The bill could have a negative effect on civil rights and desegregation. (7) The bill raises serious constitutional problems, such as the separation of church and state and the tuition tax credit issue. (8) The voucher would be a $3.2 billion experiment based on inadequate and inconclusive evidence. (KH)

ED 266 230 UD 024 727

Relationship of Budget Policy to Unemployment. Hearing before the Task force on Economic Policy and the Task Force on Human Resources of the Committee on the Budget, House of Representatives, Ninety-Ninth Congress, First Session (November 20, 1985).
Congress of the U.S., Washington, D.C. House Committee on the Budget.
PUB DATE- 20 Nov 85
NOTE- 82p.; Many sections contain small print. Serial No. 2/5-1.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Dislocated Workers; Education Work Relationship; *Employment Problems; *Federal Government; Federal Programs; *Financial Policy; Hearings; Labor Market; *Public Policy; Underemployment; *Unemployment
IDENTIFIERS- Congress 99th

The proceedings of a House of Representatives joint task force on the relationship of Federal budget policy to unemployment are presented. The hearings include statements from a representative of the United States Catholic Conference, economists of the Urban Institute, the vice president of the Committee for Economic Development, and a congressman. Additional information for the record is included. Some of the issues which received attention in the hearing are how Federal programs and improvements in the economy might affect unemployment, the effects of the trade deficit on the labor market, and educational policy. (KH)

ED 266 231 UD 024 728

where teachers, students, administrators, and other personnel are assisted in self-improvement, skill development, and career advancement. This program evaluation consisted of the intended inputs, processes, and outcomes, outlined on specially designed status report forms. The interim report, distributed at the mid-point of the project cycle, related agreements or discrepancies between intended and observed outputs and processes. This final report brings the interim report data up to date and cites the agreements and discrepancies between intended and observed outcomes for each objective determined for the teacher center. It consists of summaries of the agreements and discrepancies of each objective, including general conclusions where appropriate. Appended are samples of dissemination materials, forms used in collecting evaluation data, and summaries of teacher surveys on the use of the center. (JD)

ED 266 097 SP 026 964

Improving Basic Skills in Reading and Mathematics. Final Evaluation Report 1984-1985.

District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.

PUB DATE- Sep 85
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Individualized Instruction; Junior High School Students; *Mathematics Instruction; *Program Evaluation; *Reading Instruction; Secondary Education; Staff Development; *Student Improvement; *Teacher Improvement; Underachievement

The purpose of the basic skills component of this project was to improve the reading and mathematics skills of 2085 junior high school and middle or extended elementary school students who were assigned to transition teachers for help. The target population for the Mathematics Teacher Resource Development consisted of teachers who (1) needed further training for certification as mathematics teachers, (2) needed to upgrade their skills, or (3) were potential mathematics teachers who might be recruited to teach in the schools. In the basic skills component, teachers, using criterion-referenced tests, were to determine and record areas in which students needed extra help. An individualized program was to

ED 266 112 SP 027 143

Joseph, Daniel P.
The Effects of Augmented Verbal Information Feedback in the Motor Skill Learning of Totally Blind Subjects Fourteen to Twenty-one Years of Age.
PUB DATE- Nov 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blindness; *Feedback; Motor Development; Physical Education; *Psychomotor Skills; *Verbal Communication

This study examined the effects of Knowledge of Results, Knowledge of Performance and a combination of the two in the learning of a novel motor task by totally blind subjects. Thirty-three totally blind subjects tossed a velcro ball dart at a target while receiving augmented verbal information feedback. Each subject completed three learning sessions and one retention session, each consisting of 30 trials. During learning sessions subjects received one of three forms of verbal information feedback. Across each of the sessions, the combination of Knowledge of Results and Knowledge of Performance generated a higher performance mean. The increase in performance mean across learning sessions supports the position that totally blind subjects are able to use augmented verbal information feedback to improve the performance of their gross motor skills. (Author/JD)

ED 266 113 SP 027 156

Jolley, Jeanne Swafford
An Investigation: Self-Esteem and Female Elementary School Teachers.
PUB DATE- 8 Nov 85
NOTE- 56p.; Paper presented at the Annual Woman Researcher Conference (6th, Kalamazoo, MI, November 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Teachers;

Education; Foreign Countries; *Instructional Improvement; *Research Utilization; *Staff Development; *Teacher Developed Materials; Teacher Participation
IDENTIFIERS- *Focus on Teaching Project (Scotland); Scotland

The Focus on Teacher Project worked in the field of primary teacher staff development. Its aim was to produce, from a platform of school-based research, INSET materials to suppport improvement in primary classroom teaching. The focus was specifically on teaching, rather than on other aspects of a teacher's professional work. The materials to be produced in the project were to be for primary staff development in school--ideally for school staffs to use themselves without the help of outsiders being necessary. These materials were not to be directed merely at surface or even just technical improvements in teacher performance but were to go deeper and affect teachers' thinking about teaching; their actual conceptualization of teaching itself. Being a research and development project, Focus on Teaching was designed to do conceptual work and not just produce materials. The project was a joint effort between staff researchers and teachers who worked closely and intensively together. In this final report on the three-year project (1983-85), an overview is presented of the sequence of activities initiated by the project, trials and use of materials developed, and dissemination results. Appended are 7 figures and 38 tables illustrating the activities and products of the project, as well as information on the project chronology and on questionnaires used during the project and samples of appraisals from people using the project materials to improve their own and other's teaching. (JD)

ED 266 129 SP 027 238

Griffin, Teresa B.; And Others
A Comparative Study on the Effects of Traditional versus Wholistic Physical Fitness Programs.
PUB DATE- 83
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; Conventional Instruction; Higher Education; Holistic Approach; Physical Education; *Physical Fitness; Stress Management; *Training Methods

This experimental investigation compared the traditional and voluntary for nonpublic schools, and approximately one third of the nonpublic schools elected to participate.) This report summarizes the results of that administration. Aggregate data is given first for both public and nonpublic schools. District results follow in an alphabetical listing. Nonpublic school results are listed on the last page. The list presents, by district, the following figures for each of the six TELLS tests: (1) the number of regular students tested; (2) the number of regular students eligible for remedial instruction; and (3) the percentage of regular students eligible for instruction, computed by dividing the number eligible by the number tested in each case. (LMO)

ED 266 145 TM 850 462

Angoff, William H.
Between-Groups Experimental Design for Studies of Rights and Formula Scoring.
PUB DATE- 3 Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 31- April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Correlation; *Guessing (Tests); Research Design; *Scoring Formulas; Secondary Education; Testing; *Test Interpretation; Test Items; *Test Theory
IDENTIFIERS- *Rights and Formula Scoring

This paper points out that there are certain generalizations about directions for guessing and methods of scoring that require that data be derived from random groups design. It supports the viewpoint that it is neither sufficient nor appropriate to make such generalizations on the basis of an analysis of scores obtained from the answer sheets of only one group of students. An earlier study, using the principle of separate groups for separate instructions, was conducted by administering the SAT-Verbal to four randomly equivalent groups of students. It was found that if two groups were given the test with different directions, those given the test with Rights directions guessed more often and earned significantly higher Rights scores. When their papers were rescored by Formula, the Formula scores came much closer together. The two types of administration-and-scoring were about equally reliable.

DESCRIPTORS- *Academic Achievement; *Diagnostic Tests; Elementary Secondary Education; Field Tests; Instructional Development; Skill Analysis; Task Analysis; *Teacher Made Tests; *Test Construction; Test Format; *Test Items

IDENTIFIERS- Diagnostic Testing Project

This manual is designed to provide teachers with technically sound, easy-to-follow procedures for developing diagnostic tests to be used with their own students. The definition of diagnostic testing is broadened to include any tests systematically designed to provide information about skills that students have or have not mastered. A five-step test development process divides the manual into five sections: (1) Specify the Diagnostic Skills to be Tested; (2) Create the Test Description; (3) Write the Test Items; (4) Review Test Items; and (5) Try Out Items. Much space is devoted to the conceptual plan underlying the diagnostic test, the skill map. Several strategies for developing the skill map through task analysis are mentioned. The application of research-based analytic methods to the description of important skills is treated as the core of the description section. Once the conceptual base for the diagnostic test is documented in the skill map and the test description, the steps for writing, reviewing, and trying out diagnostic items remain much the same as those used in survey testing programs. Appendices include model test descriptions, many with graphics, a test description review form, sample constructed response scoring guidelines and sample test item formats. (LMO)

ED 266 160 TM 860 103

With Consequences for All. A Report from the ASCD Task Force on Increased High School Graduation Requirements.

Association for Supervision and Curriculum Development, Alexandria, Va.

PUB DATE- 85

NOTE- 42p.

AVAILABLE FROM- ASCD, 225 N. Washington St., Alexandria, VA 22314 (Stock No. 611-85418, $1.75).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Standards; College Bound Students; Dropouts; *Educational Change; Educational Improvement; Educational Trends; *Equal Education; *Graduation Requirements; High Schools; Noncollege Bound Students; *Outcomes of Education; *Required

Practice Project" (TM 860 116).
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Data Collection; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Evaluation Needs; Information Needs; *Models; Policy Formation; *Program Evaluation; Questionnaires
IDENTIFIERS- *Center for the Study of Evaluation CA; Site Visits; Task Force Approach

This paper offers a guide for a dual purpose evaluation plan that can provide information for local program managers and simultaneously serve the accountability and reporting needs of a state legislature, district office, or other policy making body. The dual focus approach has two advantages: (1) it provides a common information base for decisions at both ends of the continuum; and (2) it helps ensure that these decisions are in harmony with each other. In addition, this approach conserves time and effort of staff and students alike by making one data collection effort serve two purposes. This user oriented model reflects many years of evaluation experience by the Center for the Study of Evaluation (CSE). The model evaluation plan consists of eight steps: (1) identify evaluation users and their needs; (2) form a task force; (3) reach consensus on information needs; (4) specify information base and develop measures; (5) develop procedures for data collection and report of results; (6) pilot and refine measures and procedures; (7) collect information; and (8) prepare reports. While this plan was based on evaluation experiences in education, it is intended to be applicable to other fields also. Appendices include a form for description of programs and participants, a form for open-ended questionnaire, a sample checklist for the site visit team leader, and a sample site visit schedule. (LMO)

ED 266 174 TM 860 118

Pace, C. Robert; And Others
The Credibility of Student Self-Reports.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 64p.; In: "Resource Papers and Technical Reports. Research into

Undergraduate Students

This study reports a preliminary investigation into the relationship of different subsets of student attitudes toward economics. A 49-item attitude form was developed with six subscales representing distinct aspects of attitudes toward economics: (1) satisfaction with current grasp of economics; (2) capability for understanding economics; (3) attraction to economics; (4) economics as a field; (5) general need for economics; and (6) economics courses. The questionnaire was administered to three groups of adult students pursuing continuing education programs in financial services and to two groups of undergraduate students. Item scores, subscale scores, full form scores, inter-scale correlations and item scale correlations were calculated. Results indicated good reliability for both the questionnaire and the subscales, but did not reveal strong differences between the subscales. In general, students' attitudes toward economics were quite positive. Differences and similarities between the different student groups followed traditional expectation. The data support further scale development and draw attention to the various facets of student attitudes toward economics. The questionnaire and item results and characteristics are appended. (BS)

ED 266 188 TM 860 133

Kosslyn, Stephen M.; And Others
Sequential Processes in Image Generation: An Objective Measure. Technical Report #6.
Harvard Univ., Cambridge, Mass.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 31 Oct 85
NOTE- 68p.
CONTRACT- N00014-85-K-0291
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; College Students; Computer Oriented Programs; Conceptual Tempo; Control Groups; *Cues; Higher Education; *Language Processing; *Long Term Memory; *Measurement Techniques; Models; Pattern Recognition; Reaction Time; Recall (Psychology); Recognition (Psychology); Regression (Statistics); Research Methodology; *Short Term Memory; Visualization; *Visual Perception

ED 266 201 UD 024 687

South Bronx High School Career Awareness/Survival Skills Bilingual Program 1983-1984. O.E.A. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Jan 86
NOTE- 36p.; For related document, see ED 247 333.
GRANT- G00-820-2905
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Bilingual Education; *Bilingual Education Programs; *Career Guidance; *English (Second Language); High Schools; *Hispanic Americans; *Native Language Instruction; Program Evaluation; Program Improvement
IDENTIFIERS- New York (Bronx)

This report evaluates a program, in its second year of funding, which provides instruction in English as a second language (ESL) and native language arts to Hispanic students in a Bronx, New York high school. Bilingual instruction is also provided in social studies, mathematics, and science. The program was designed to develop career awareness and to encourage students to develop their bilingual skills as a potential asset in the business world. Program objectives were assessed in mathematics, science, social studies, and Spanish (teacher-made tests), and in English language development via the Criterion Referenced English Syntax Test (CREST). Quantitative analysis of achievement data indicates that: (1) Overall, students met the program criterion of mastery of one CREST objective per month of instruction both semesters; (2) Those enrolled in Spanish language courses achieved the 65% passing objective; (3) In content-area subjects, only 11th grade students in science (fall) and 12th grade students in math (fall), social studies (fall), and science (fall and spring) were able to meet program objectives. The report recommends that students who are somewhat proficient in English be mainstreamed and assisted with tutoring. Further, it recommends that separate testing of the survival skills emphasized in the program be initiated, that greater efforts be made to involve parents, more materials be developed in mathematics and social studies; and that exploration be made of the failure of students to meet program objectives in content areas. (CG)

Pettaway, Addie E.
Africatown, U.S.A. Some Aspects of Folklife and Material Culture of an Historic Landscape.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- African Culture; *Black Culture; *Black History; Community Characteristics; *Cultural Background; *Folk Culture; Local History; *Preservation; United States History
IDENTIFIERS- *Alabama (Africatown)

In 1868, Africatown was established in Mobile and Prichard, Alabama, by members of the last cargo of slaves brought to the United States. The community deserves recognition as a National Historic District because it is one of the few places in America where most residents can collectively trace their lineage to a group of pure Africans. In its earliest history, most of the Africatown men worked in the local lumber mills, and the women became fruit and vegetable vendors, cooks, or laundresses. These people were known as craftspeople, especially for woodworking and quiltmaking. Africatown is also well known for its folk medicine, and most residents continue to rely on traditional African herbal drugs. Like most African music, the music in Africatown is chiefly vocal. The area is rich in folktales, many of which need to be recorded and documented. Another cultural area in particular need of preservation efforts is architecture. Many of Africatown's older shotgun houses and bungalows should be restored and preserved as monuments to the unsung craftsmen who erected them. Formal efforts to preserve Africatown began with the founding of the Progressive League in 1957, and in 1981 Africatown was nominated to become a National Historic District. In 1985, the Alabama legislature officially recognized Africatown as an historic area and made provisions for its establishment as a State park. (KH)

ED 266 218 UD 024 708

Martin Luther King, Jr. Resource Guide.
New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations.

Pettross, Allison
Working with Patients from Other Cultures: Recent References for the Health Professional.
California Univ., San Diego.
PUB DATE- Aug 85
NOTE- 25p.; Prepared for the Medical Library.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indians; *Asian Americans; Cultural Differences; *Cultural Traits; Ethnic Groups; *Health; *Health Needs; Health Services; *Hispanic Americans; Mexican Americans; *Pacific Americans

This bibliography of books and journals has been designed to aid San Diego and Imperial County (California) health care professionals in dealing with patients from three special population groups prevalent in that area: Hispanics, Native Americans, and Pan Asians. The bibliography is divided into four sections, the first of which lists general references. The remaining three sections are devoted to each of the respective groups. The guide concludes with a list of associations and agencies which disseminate further information. Literature pertaining to the Native American Indian population is limited primarily to Southwest Indians. Pan Asians include refugee populations such as Cambodians, Vietnamese, and Pacific Islanders. According to a brief introduction, the guide is highly selective and includes references that are easy to locate or order. References are limited, for the most part, to the past ten years, although some classic texts with earlier imprints are included. The most pertinent references are included at the end of each section as further readings for those who want a more comprehensive review of the literature. (KH)

ED 266 232 UD 024 729

Dewitt Clinton High School Project BISECT 1983-1984. O.E.A. Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 46p.; For related document, see ED 245 046.
GRANT- G00-820-2848

be established for students, and extra instructional materials would be supplied. The Mathematics Teacher Resource Development was set up to implement teacher training and upgrading in mathematics by providing inservice and college level courses. This final report on the project includes agreements and discrepancies between intended and observed outcomes for each stated objective of the project. Appendices include samples of the evaluation instruments and charts displaying evaluation results. (JD)

ED 266 098 SP 026 967

Jones, J. Reid
Differential Stress Levels in Primary Versus Secondary Classrooms.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; *Elementary School Teachers; Elementary Secondary Education; Job Satisfaction; *Secondary School Teachers; *Stress Variables; *Teacher Attitudes; Teacher Persistence

A study investigated sources of stress among 61 elementary and secondary school teachers who had attended an inservice stress clinic. Teachers completed test or survey instruments which collected data on problem situations for classroom teachers, including personal information on their teaching situations, job satisfaction, consideration of leaving the profession, and frequency of experiencing minor discomforts such as headaches. Although K-6 grade teachers showed higher levels of distress on all of the stress related items, the magnitude of their differences from 7-12 grade teachers was usually small and nonsignificant. Job satisfaction appeared to increase with teaching higher grade levels. More reports of routine problems and life change adjustments correlated with lower grade levels. Teachers with higher job satisfaction scores thought less frequently about leaving the profession. (CB)

Females; Job Satisfaction; *Self Esteem; Teacher Burnout; *Teacher Characteristics; Teacher Morale; Teaching Conditions

This study measured the self-esteem of 312 female elementary school teachers in the Chattagnooga area public schools, and identified their perceptions of selected job-related factors that contribute to their self-esteem. The questionnaire consisted of threc parts. Part one requested demographic information. Part two consisted of the Barksdale "Self-Esteem Evaluation No. 69." The third part sought to identify characteristics of job-related factors connected with teaching. Findings indicated: (1) personal goals, feelings of competency, pride in work, evaluation by the principal, opportunity to help children and determine own materials showed the least discrepancies between the present amount and the ideal presence; (2) prestige of the teaching profession and credit for a job well done were among characteristics where the largest discrepancies were found; and (3) feelings of competency, success, and pride related more to aspects over which teachers had some control. An analysis of findings is presented and recommendations are made for improving teachers' self-esteem. The appendixes include the survey instrument and related correspondence; a four-page list of cited references concludes the document. (JD)

ED 266 114 SP 027 158

Locke, Lawrence F.

Research and the Improvement of Teaching: The Professor as the Problem.

PUB DATE- Aug 85

NOTE- 58p.; Paper presented at the AIESEP International Conference (Garden City, NY, August 19-22, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Curriculum Development; Higher Education; Physical Education; Preservice Teacher Education; *Program Improvement; Research and Development; *Research Utilization; *Teacher Educators; Teacher Effectiveness; Theory Practice Relationship

In discussing how the use of research findings can improve teacher education program, a parallel is drawn between preservice education courses for physical education teachers and commercial training courses. A number of design and personnel characteristics that have application in teacher preparation are identified. It is pointed wholistic approaches to physical fitness. Volunteers from a physical education class were randomly assigned to three experimental groups: physical fitness, fitness/stress management, and fitness/stress management/wellness. A control group was selected from volunteers of a personal health class. Pre-post testing of subjects included: height, weight, skinfold thickness and percent fat measurements, sit and reach test, 10-minute submaximal treadmill test, State Trait Anxiety Inventory, Cornell Medical Index, Holmes-Rahn Stress Test, Personality Stress Test, Tennessee Self Concept Scale, and the Canadian Lifestyle Indicator. During a 7-week period subjects received treatment according to their designated group. Statistical data analysis employed the ANOVA and Duncan's Multiple Range Test at the .05 alpha level. Results indicated subjects receiving a wholistic approach to physical fitness were not significantly different from those in the traditional physical fitness program. (Author)

ED 266 130 SP 027 240

Carlson, Helen L.
Preparing Educators to Collaborate: An Evaluation of Three Approaches.
PUB DATE- 10 Feb 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Interpersonal Competence; Lecture Method; Mainstreaming; Practicums; Preservice Teacher Education; *Teaching Methods; *Team Teaching; Videotape Recordings

Regular educators need to develop skills to work collaboratively with specialists in meeting the special needs of young children in the mainstreamed classroom. These skills include: (1) developing a common knowledge base; (2) using effective interpersonal strategies; (3) using a problem solving approach related to individual and classroom instruction issues; (4) engaging in joint planning; and (5) teaching as a team with complementary roles. A one-year study was conducted to determine the effectiveness of three instructional methods to learn collaboration skills: (1) lecture-discussion; (2) instruction using videotape; and (3) systematic, guided experience in an interdisciplinary practicum. A three-part written test and an experiential assessment were used to measure the effects of the three instructional methods. There were

The correlation between Rights scores on one test and Formula scores on another was about the same as the correlation between Rights and Rights or between Formula and Formula. The approach that an examinee takes in responding to test questions is very much affected by the instructions he or she receives. (LMO)

ED 266 146 TM 850 575

State Model for Local Evaluation, 1984-85. Tennessee Career Ladder Better Schools Program.
Tennessee State Dept. of Education, Nashville.
PUB DATE- 85
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Ladders; Check Lists; Classroom Observation Techniques; Conferences; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Lesson Observation Criteria; Lesson Plans; *Models; Rating Scales; School District Autonomy; *State Programs; Teacher Certification; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS- Comprehensive Education Reform Act (Tennessee); *Tennessee

This State model for teacher evaluation meets the requirements of Tennessee's Comprehensive Education Reform Act of 1984 (CERA). Special guidelines, approved by the State Board of Education for the beginning year of CERA (1984-85), are incorporated into the State model for local evaluation. Groups who must be evaluated during the 1984-85 school year are: (1) probationary teachers, who are beginning their first year of teaching; (2) teachers in their third year of teaching who elect to declare their intent to enter the Career Ladder for the 1985-86 school year; and (3) fast-track/full evaluation teachers, who have three years or more of experience and who have chosen to enter Career Level I during 1984-85 by the fast-track/full evaluation option. The model is suitable for evaluating all teachers and is not limited to evaluation of Career Ladder candidates. Included in the descriptions and evaluation instruments are: (1) basic assumptions and principles; (2) focus of evaluation; (3) methods for performing the evaluation; (4) reviewing the previous evaluations; (5) analysis of lesson plans; (6) in-class observation, (7) classroom

Courses; *Secondary School Curriculum; Secondary School Teachers; State Legislation; State Standards

Since the 1983 publication of "A Nation at Risk," most states have responded to public demand for educational improvement by enacting legislation increasing the number of units in academic subjects required for high school graduation. Required courses now consume three-quarters of the high school years, countering the former trend to large offerings of various elective courses. This task force report to the Association for Supervision and Curriculum Development examines the observed and anticipated consequences of these requirements for the curriculum, for students, and for teachers. Major findings include: (1) students are required to make greater effort, and those going on to college will be better prepared to succeed; (2) negative consequences are more likely for those students not going to college as evidenced by the accelerating dropout rate; (3) inadequate attention has been paid to requiring carefully balanced programs; (4) time for elective courses has decreased, and increased requirements reinforce past artificial divisions of knowledge; and (5) teachers' professional latitude is being sharply curtailed. It is recommended that educators closely monitor, document, and evaluate actual consequences of increased graduation requirements on students and teachers, and that these findings be relayed to parents and legislators to ensure that future policy changes are enacted with wisdom. (LMO)

ED 266 161 TM 860 105

English Language Arts: Writing Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS).

Texas Education Agency, Austin. Div. of Educational Assessment.

PUB DATE- Aug 85

NOTE- 39p.; For related documents, see ED 265 068 and TM 860 106.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Cognitive Objectives; Educational Assessment; Essay Tests; Graduation Requirements; High Schools; *Minimum Competency Testing; State Programs; State Standards; Test Construction; *Testing Programs; Test Items; *Writing Evaluation; Writing

Practice Project" (TM 860 116).
GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Attitude Measures; College Students; *Error of Measurement; Higher Education; Multivariate Analysis; Public Opinion; *Questionnaires; *Reliability; *Self Evaluation (Individuals); Student Characteristics; *Surveys; Tables (Data); *Validity
IDENTIFIERS- College Student Experiences Questionnaire; Entering Student Survey; Higher Education Research Institute; *Self Report Measures; Student Information Form

This report shows that there are many ways to confirm the accuracy, reliability, and validity of student self-reports. Examples from higher education and from public opinion polls and general surveys demonstrate some of the common sources of measurement errors and errors of substance. Part 1 of the report summarizes a few highlights from the literature, and adds comments from the author's research. Part 2 begins by briefly reporting a tabulation of "missing cases" in three questionnaires for college students. Two of these instruments are the Entering Student Survey, distributed by the American College Testing Program, and the Student Information Form, distributed by the UCLA Higher Education Research Institute; both are widely used, and each has the same general purpose and is intended for the same type of population. Following this, the College Student Experience Questionnaire, designed to be filled out by undergraduates toward the end of the academic year, is discussed in detail. Test-retest comparisons of this questionnaire are used as examples of how subjective responses can be objectively validated. Predictive and construct validity of this questionnaire are examined using multivariate statistical procedures. (LMO)

ED 266 175 TM 860 119

Baker, Eva L.; O'Neil, Harold F.
Assessing Instructional Outcomes.
California Univ., Los Angeles. Center for the Study of Evaluation.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 68p.; In: "Resource Papers and Technical Reports. Research into Practice Project" (TM 860 116).

IDENTIFIERS- *Imaging

This paper investigates the processes by which visual mental images--the precept-like short-term memory representations--are created from information stored in long-term memory. It also presents a new method for studying image generation. Three experiments were conducted using college students as subjects. In the first experiment, a Podgorny and Shephard paradigm was adapted to study image generation. In the second experiment, regression analyses were performed on response times in a scanning instruction and no-scanning instruction condition. Experiment three was designed to investigate whether scanning plays a functional role in image generation. Results indicated that images of upper case letters are formed segment by segment, in roughly the order in which most people draw the letters. Results were shown not to be an artifact of how people scan images once they are formed, and could not have been due to experimenter-expectancy effects. Results also indicated that subjective estimates of mental image generation time are quite close to those obtained using objective measures. (Author/LMO)

ED 266 189 TM 860 135

Turnbull, William W.
Student Change, Program Change: Why SAT Scores Kept Falling.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
REPORT NO.- CBR-85-2; ETS-RR-85-2
PUB DATE- 85
NOTE- 15p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Agents; *College Entrance Examinations; Educational Change; Educational Environment; *Educational Trends; Elective Courses; Enrollment Influences; Grades (Scholastic); High Schools; High School Seniors; Homework; Public Policy; *Scores; Social Influences; Standardized Tests; *Test Interpretation; *Test Norms; Test Results; Textbooks
IDENTIFIERS- *Scholastic Aptitude Test; *Test Score Decline

This paper analyzes Scholastic Aptitude Test (SAT) score declines of two decades--the 1960s and 1970s. The importance of pervasive

ED 266 202 UD 024 688

William H. Taft High School Project HOLA 1983-1984. O.E.A. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- Jan 86
NOTE- 74p.
GRANT- G00-830-2149
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; *Bilingual Education Programs; *English (Second Language); High Schools; *Hispanic Americans; *Mainstreaming; *Native Language Instruction; Program Evaluation; Program Improvement
IDENTIFIERS- New York (Bronx)

This report evaluates Project HOLA, in its first year of funding, which provides instruction in English as a second language, Spanish language skills, and bilingual instruction in mathematics, science, and social studies to approximately 230 students in a high school in Bronx, New York. The report examines the project's long- and short-range goals, its organizational structure in the school, and the school climate for mainstreamed students. The first two sections give student demographics and characteristics, followed by a description of Project HOLA's history, objectives, philosophy, and structure, funding, and staff. Section IV outlines the instructional services offered through the program, describing student placement and programming, classroom observations, and the mainstreaming of students as they progress in the program. Section V describes the non-instructional components of the program, including curriculum and materials developmemt, support services, staff development, student feelings about the program, and parental and community involvement. The final section presents the findings on student achievement and attendance, evaluates the program's instructional objectives and makes recommendations. (CG)

PUB DATE- 85
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black History; *Black Leadership; *Civil Rights; *Class Activities; Elementary Secondary Education; Justice; *Learning Activities; *Racial Relations; Voting Rights
IDENTIFIERS- *King (Martin Luther Jr)

This resource guide was developed to commemorate Dr. Martin Luther King, Jr.'s birthday by providing school personnel with background information and hands-on activities for use with students in Grades K-12. The activities in the guide can be implemented throughout the school year to help students become aware of the social, economic, and political climate during the civil rights movement and to appreciate Dr. King's role as a proponent of civil rights for all people. Following a brief overview, a list of teacher and student objectives, and a chronology table, the guide is divided into two major sections: (1) Lesson Plans and Activities for Grades K-6, and (2) Lesson Plans and Activities for Secondary Grades 7-12. Both sections present five different lesson plans (together with the required readings, plays, charts, illustrations, and timelines) and conclude with a list of additional instructional activities. The activities in Section 1 focus on : (1) King's childhood; (2) his message of mutual understanding and respect (considered in relation to students' own behavior); (3) the facts and accomplishments of King's life; (4) the reasons for celebrating King's birthday; and (5) the chronology of King's life. Section 2 focuses on: (1) the struggle for voting rights; (2) the philosophies and activities of persons who influenced King's press for civil rights; (3) the relationship of King's goals to the goals upon which America was built; (4) the role of groups and organizations in the civil rights movement; and (5) the evolution of nonviolence from the 1940s through the 1960s. The guide concludes with an annotated bibliography of books, teaching aids, and information resources. An appendix includes additional materials and resources. (KH)

ED 266 219 UD 024 709

Reducing Poverty among Children.
Congress of the U.S., Washington, D.C. Congressional Budget Office.
PUB DATE- May 85

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Guidance; English (Second Language); High Schools; *Hispanic Americans; *Limited English Speaking; Mainstreaming; Program Effectiveness; *Vocational Education
IDENTIFIERS- New York (Bronx)

Project Bilingual Spanish-to-English Career Training (BISECT), in its second year of funding, offers bilingual instruction, career awareness development, and support services to 283 Hispanic students of limited English proficiency (LEP) in a high school in Bronx, New York. Program objectives were assessed in English language development, mathematics, science, social studies, career or vocational courses, and attendance. Quantitative analysis of the data indicated that program students: (1) mastered more than one Criterion Referenced English Syntax Test (CREST) objective per month in English as a second language, meeting program objectives; (2) were enrolled in mainstream content-area classes (25% in at least one course per semester); (3) exceeded the program objective (85% passing) in career and vocational subjects in both semesters; and (4) attended the program at a significantly higher rate than the school-wide attendance rate. The project's success is attributed to staff competence and commitment, program organization, curriculum development, and parental involvement. Recommendations for program improvement include recruitment of fully bilingual staff in mathematics and science, more individualized attention to problem students, offering algebra as part of the curriculum, and including non-bilingual school personnel in the in-service training activities. The appendices include information on staff characteristics and a listing of career courses available to students in and out of school. (CG)

ED 266 233 UD 024 742

McGee, Leo, Comp.; Neufeldt, Harvey G., Comp.
Education of the Black Adult in the United States: An Annotated Bibliography.
REPORT NO.- ISBN-0-313-23473-6
PUB DATE- Feb 85
NOTE- 122p.
AVAILABLE FROM- Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881 ($29.95).

ED 266 099 SP 026 980

Tabachnick, B. Robert; Zeichner, Kenneth M.
The Development of Teacher Perspectives: Final Report.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 295p.
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Beliefs; Higher Education; *Perspective Taking; Policy Formation; *Socialization; *Student Teachers; Teacher Attitudes; Teacher Behavior; Teacher Education
IDENTIFIERS- *Teaching Perspectives

This longitudinal study of the development of perspectives toward teaching consists of three major phases: (1) an examination of the impact of the student teaching experience on the development of teacher perspectives; (2) an examination of the continuing development of teacher perspectives during the first year of teaching; and (3) further exploration of several theoretical and methodological issues related to the study of teacher socialization which emerged during the first two phases of the study. In phase one of the study, the perspectives of 13 student teachers were examined and documented during their 15-week student teaching experience. During the second phase of the study, four of the original group were followed into their first year of teaching. Phase three explored several theoretical, methodological, and policy related issues that arose during the course of the study. The final report is organized to correspond to the three major phases of the study and their implications for policy, research, and practice. Four papers which address methodological and theoretical issues in studying the development of teacher perspectives are included. The final section contains an analysis of the implications of the entire project for policy, practice, and research in teacher education and schools. The appendices include the Teacher Belief Inventory used in the study, case studies of the four beginning teachers, and statements on the dilemmas of teaching. (JD)

ED 266 100 SP 026 982

out that commercial training programs are client-oriented to a far greater degree than teacher education programs, and that research findings have indicated the effectiveness of this approach. However, while teacher educators have access to the research literature on teaching and teacher preparation, it does not necessarily follow that recourse to such knowledge is a normal part of program operation or curriculum development. The problem of helping physical education professors become more comfortable with research is discussed within the framework of not only individual effort but also of concerted and collegial effort on the part of the faculty within the department. (A 71-item bibliography is included.) (JD)

ED 266 115 SP 027 159

Locke, Lawrence F.
Qualitative Research in the Gymnasium: Old Problems and New Responses.
PUB DATE- Jun 85
NOTE- 23p.; Paper presented at the Seminaire International "La complementarite des approches methodologiques de recherche en enseignement de l'education physique" (Quebec, Canada, June 24-25, 1985). French title: La recherche qualitative dans le gymnase: Vieux problemes et nouvelles responses.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Researchers; Evaluation Criteria; *Physical Education; Research Design; *Research Methodology; *Research Problems
IDENTIFIERS- *Qualitative Research

Most, though not all, qualitative research is naturalistic in that the researcher enters the world of the participants as it exists and obtains data without any deliberate intervention to alter the setting. The resulting accounts of what people say and do form the basis for inductive rather than deductive analysis--theory is created to explain the data rather than data being collected to test pre-established theory. Some graduate students and their professorial advisors have been drawn to this form of inquiry. Novices in qualitative research encounter problems which are familiar in any form of inquiry, but which often require responses different from those used in quantitative designs. This paper

significant statistical differences on two parts of the written test and qualitative differences in the experiential assessment among the three instructional groups. Overall, systematic experience in an inter-disciplinary practicum was most effective on all measures in students' acquisition of collaboration skills. (Author/JD)

ED 266 131 SP 027 241

Link, Frances R., Ed.
Essays on the Intellect.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-132-1
PUB DATE- 85
NOTE- 154p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314 (Stock No. 611-85408, $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Academically Gifted; *Cognitive Processes; *Critical Thinking; *Curriculum Development; Educational Theories; Elementary Secondary Education; *Intellectual Development

There has been a flood of publications concerned with the teaching of thinking and problem solving, a great many exploring definitions and approaches to instruction. This book explores the implications of recent theoretical positions as in the work of Elliott Jaques, Joseph Walters, and Howard Gardner; examines the long interest and study of intellectual development with the gifted and talented, which has occupied Harry Passow's attention for more than a decade; and examines specific theoretical and related curricular approaches described in the essays by Allan Glatthorn, Robert Sternberg, Frances Link, and Garry McDaniels. Wherever possible, these authors analyze how their ideas might contribute to thinking about educational planning. (JD)

observation instrument; (8) post observation conference record; (9) teacher conference forms; (10) improvement plan forms; (11) decision model, including rating scales; and (12) description of suggested management system. (LMO)

ED 266 147 TM 850 645

Rudolph, Terry L.; Endelman, Ann M.

Functional Ability Rating Scale (FARS): A Community Developed, Behaviorally Based Instrument Designed to Assess a Subject's Capabilities in Seven Areas of Major Life Activity. Technical Manual.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing.

PUB DATE- 85

NOTE- 40p.; Also funded by a grant from the Michigan Developmental Disabilities Council.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adaptive Behavior (of Disabled); Adults; *Behavior Rating Scales; Daily Living Skills; *Developmental Disabilities; *Handicap Identification; Interrater Reliability; Language Skills; *Mental Disorders; *Mental Retardation; *Physical Disabilities; Screening Tests; Self Care Skills; Tables (Data); Test Manuals; Test Reliability; Test Validity

IDENTIFIERS- *Functional Ability Rating Scale

The Functional Ability Rating Scale (FARS) is an instrument developed by local direct service workers in the field of human services to provide an objective measure of an individual's degree of limitation in seven areas of major life activity (MLA). The subject's level of functioning is assessed in Self-Care, Language and Communication, Learning Mobility, Self Direction, Capacity for Independent Living and Economic Self Sufficiency. FARS is intended to assess mentally retarded/developmentally disabled, mentally ill, and physically disabled individuals eighteen years of age or older. The scale consists of twenty-eight descriptions of component skills spread over seven areas of MLA. The rater is asked to score an individual according to his or her ability to perform the component skill, on a scale of one to five. Information can be gathered by several methods, in order of preference: (1) client interview/observation; (2) interview of client's significant

Processes; *Writing Skills
IDENTIFIERS- *Test Specifications; Texas; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) Exit Level Writing Test is based on eight behavioral objectives that fall under five skill areas. Satisfactory performance on this test is required for high school graduation in Texas. This document, intended for teachers and test developers, presents general testing instructions and specifications for each of the objectives. Test items and answer choices are described, and sample items are included for the multiple choice test. The five skill areas are: (1) mechanics--demonstrating knowledge of capitalization, punctuation, and spelling; (2) demonstrating knowledge of correct English usage; (3) recognizing correct and complete sentences; (4) organizing a written communication; and (5) proofreading. (GDC)

ED 266 162 TM 860 106

English Language Arts: Reading Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS).
Texas Education Agency, Austin. Div. of Educational Assessment.
PUB DATE- Aug 85
NOTE- 46p.; For related documents, see ED 265 068 and TM 860 105.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Objectives; Educational Assessment; Graduation Requirements; High Schools; Literary Criticism; *Minimum Competency Testing; Reading Achievement; Reading Processes; *Reading Skills; *Reading Tests; Research Skills; State Programs; State Standards; Test Construction; *Testing Programs; Test Items
IDENTIFIERS- *Test Specifications; Texas; *Texas Educational Assessment of Minimum Skills

The Texas Educational Assessment of Minimum Skills (TEAMS) Exit Level Reading Test is based on ten behavioral objectives that fall under six skill areas. Satisfactory performance on this test is required for high school graduation in Texas. This document, intended for teachers and test developers, presents general testing instructions and specifications for each of the ten objectives. Test items and answer choices are described, and sample items are

GRANT- NIE-G-83-0001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Criterion Referenced Tests; *Educational Assessment; *Educational Technology; Elementary Secondary Education; Instructional Systems; Mastery Learning; Models; *Norm Referenced Tests; *Outcomes of Education; Psychometrics; Test Construction; Test Format; Validity
IDENTIFIERS- *Domain Referenced Tests

This paper presents a discussion of outcome assessment that puts into context how measurement has evolved to its present state. Several types of testing and assessment options are considered against a background of validity. Criterion-referenced measurement is discussed extensively in terms of history, field study, identity problems, intellectual conflict, social conflict, and test design. The conflict between criterion-referenced tests and norm-referenced tests, development of norm-referenced tests, domain-referenced testing, problems with domain referenced tests, new approaches to content specification, quality control, integration of testing and instruction, and the narrow definition of testing are discussed as subjects for concern. Following this, a special model of evaluation adapted to the problem of new technologies is detailed. In order for the model to assess new technologies as desired, the information must: (1) provide an enhanced documentary base for the processes of new technology development; (2) use state-of-the-art evaluation methodology, including both quantitative and qualitative approaches to measurement; and (3) provide policy feedback to the supporting agencies. Criterion referenced measurement is advocated for the assessment of instructional technology outcomes, with the caveat that such measurement is difficult. An 18 page bibliography is appended. (LMO)

ED 266 176 TM 860 120

Klein, Thomas W.
Architecture as a Metaphor for Development of Culturally Adapted Minority Education Programs. Final Report of the Regional Study Award Project.
Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

societal influences is accepted. A variety of data suggests, however, that the increase in school retention rates of poorly prepared students and the resulting heterogeneity of the high school population is a unifying exploratory variable for the second leg of the decline as well as the first. The argument is that several of the "pervasive influences" invoked to explain the continuation of the decline in the 1970s are best understood as adaptive responses of the schools to the appearance of a greater diversity of students in senior high schools. These responses, which in combination represent a reduction in the demand level of the school program, included grade inflation, proliferation of electives, textbook simplification, and reduction in homework assignments. Students also chose fewer academic and more vocational and general courses. It is hypothesized that the continuation of the decline in the 1970s was, in substantial part, the direct consequence of those school-related changes and thus was a delayed, indirect consequence of the compositional shift. (Author/LMO)

ED 266 190 TM 860 136

Kosslyn, Stephen M.
Visual Hemispheric Specialization: A Computational Theory. Technical Report 07.
Harvard Univ., Cambridge, Mass.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 31 Oct 85
NOTE- 84p.
GRANT- MH39478-01; N00014-83-K-0095; N00014-85-K-0291
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *Cerebral Dominance; Conceptual Tempo; Elementary Secondary Education; Encoding (Psychology); *Lateral Dominance; Memory; Models; Pattern Recognition; *Perceptual Development; Reaction Time; Spatial Ability; Visualization; *Visual Perception
IDENTIFIERS- Brain Hemispheres; *Imaging; *Neuropsychology

Visual recognition, navigation, tracking, and imagery are posited to involve some of the same types of representations and processes. The first part of this paper develops a theory of some of the shared types of representations and processing modules. The theory

ED 266 203 UD 024 689

Erasmus Hall High School Bilingual Program 1983-1984. O.E.A. Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE- Jan 86
NOTE- 47p.
GRANT- G00-830-2648
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; Bilingual Education; *Bilingual Education Programs; *English (Second Language); Haitian Creole; *Haitians; High Schools; *Hispanic Americans; *Mainstreaming; Native Language Instruction; Program Evaluation; Program Improvement; *Transitional Programs
IDENTIFIERS- New York (Brooklyn)

This report evaluates a program, in its first year of funding, which provides instruction in English as a second language, native language arts for Haitian and Spanish-speaking students, bilingual classes in mathematics, science, social studies, and typing in Creole/French in a high school in Brooklyn, New York. The program's major goal is to provide all students with special assistance in English in order to accelerate their progress into mainstream academic classes. English language development was assessed via the Criterion Referenced English Syntax Test (CREST). Quantiative analysis of student achievement data indicates that: (1) overall, students tested at Levels I and II of the CREST mastered 0.6 objectives per month, which was short of the proposed criterion; (2) thirteen 9th and 10th grade students made gains in French and five 11th graders showed losses; (3) forty-six percent of the Haitian students enrolled in typing passed the course; and (4) the program attendance rate was significantly higher than the schoolwide rate. The report includes extensive recommendations for program improvement in the areas of administration, teacher involvement, student screening, language-use policy, follow-up evaluation, counseling, parent outreach, facility expansion and safety, and evaluation of the English language objectives. (CG)

NOTE- 189p.; Tabular material contains small print.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Welfare; *Disadvantaged Youth; Economically Disadvantaged; *Family Financial Resources; Family Income; *Family Programs; *Federal Programs; Financial Policy; Low Income; *Poverty; Social Services; *Welfare Services

In response to the highest poverty rate among children since the 1960s, this report examines existing Federal policies to assist poor families with children and analyzes over 40 policy alternatives. Chapter 1 discusses how poverty is measured, recent trends and current patterns of childhood poverty as officially measured, and the effects of using alternative definitions of poverty. Chapter 2 describes issues that arise in determining the scope of direct government efforts to aid low-income families and in designing specific policies. It then examines the current Federal role, and concludes with an overview of options for altering current policies. The options themselves are discussed in chapters 3 through 6. Chapter 3, on options for cash transfer programs, focuses on aid to families with dependent children, the earned income tax credit, and other alternatives. Chapter 4 analyzes options for in-kind transfer programs, including food stamps, school nutrition programs, health care, and housing assistance. Chapter 5 considers options to deal with the effects of poverty, including nutrition and health services, child welfare services, targeted education programs, and services related to adolescent pregnancy and parenthood. Chapter 6 discusses options to improve employability, such as employment and training, and child care services. An appendix assesses current and alternative measures of poverty. The report includes 23 statistical tables and figures. (KH)

ED 266 220 UD 024 710

Rodriguez-Fraticelli, Carlos, Comp.; Alvarez, Emmo, Comp.
Guide to Puerto Rican Studies in Institutions of Higher Education in the United States, 1985-1986.
City Univ. of New York, N.Y. Centro de Estudios Puertorriguenos.
PUB DATE- 86
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; *Adult Education; *Adult Literacy; *Black Education; *Black History; Black Students; Educational Policy; Federal Programs; Government Role; Publications; *Resource Materials; United States History

This bibliography provides an annotated list of 367 books and articles which address the subject of the education of black adults. The book is divided into five sections. The first includes resources on black education from 1619 to 1860. Education and training on the plantation, as well as in schools and special societies and through apprenticeships, is covered. The bibliography then lists literature covering the Civil War and Reconstruction period, 1860-1880. Included here are books which discuss the first efforts to reduce black illiteracy and the debate over the content and necessity of black education. The third section, covering the period from 1880 to 1930, lists sources concerned with the withdrawal of the Federal government from the realm of black education and black rights, and the implementation of the "separate but equal" doctrine. The fourth section, pertaining to the modern era, 1930 to the present, covers literature about the return of Federal support of black education and about various government programs. Finally, the fifth section lists "general resources," works which overlap the periods used to organize the bibliography. (KH)

ED 266 234 UD 024 744

Bell, Christopher C., Jr.
Explaining the Progressively Decreasing Scores on Comprehensive Tests of Basic Skills (CTBS) of the School Children of the District of Columbia Public Schools as They Progress from Elementary School into High School.
PUB DATE- Jan 85
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; *Black Students; Elementary Secondary Education; *Racial Discrimination; Racial Identification; Self Concept; Social Bias; Social Environment; *Socialization; Social Status; *Student Attitudes

Resident Supervisory Support for Teachers. Final Evaluation Report, E.C.I.A. Chapter 2, 1984-1985.
District of Columbia Public Schools, Washington, D.C.
PUB DATE- Sep 85
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Interprofessional Relationship; Peer Relationship; *Peer Teaching; Program Effectiveness; *Staff Development; *Supervisory Training; *Teacher Improvement

An evaluation report is presented of the Resident Supervisory Support for Teachers, a peer supervision program designed to improve classroom instruction by training school personnel in concepts and strategies of school supervision, with an emphasis on a peer clinical approach. Participants are trained to help teachers identify their strengths and weaknesses. The ultimate goal of the program is to provide each participating school with a cadre of peer coaches. This final report includes a description of the development and implementation of the program as well as discussion on agreements and discrepancies found between intended and observed outcomes for each program objective. Supporting data are included in the appendices. (JD)

ED 266 101 SP 026 989

Shanker, Albert
A Call for Professionalism.
American Federation of Teachers, Washington, D.C.
PUB DATE- 29 Jan 85
NOTE- 16p.; Paper presented at the National Press Club (Washington, DC, January 29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Minimum Competency Testing; *National Competency Tests; Teacher Certification; *Teacher Evaluation; Teacher Selection; *Testing Programs

Albert Shanker, President of the American Federation of Teachers (AFT), speaks about the national testing of teachers and calls for

discusses, within the framework of research in physical education, external and internal problems and issues faced by the researcher using the qualitative design. The paper concludes with three pages of selected references for the novice. (Author/JD)

ED 266 116 SP 027 166

Leung, Esther K.
Information from Special Education Teachers for Improvement in Teacher Education Programs.
PUB DATE- Nov 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Preservice Teacher Education; *Program Attitudes; Special Education; *Special Education Teachers; *Teacher Attitudes; Teaching Experience
IDENTIFIERS- *Kentucky

A study elicited opinions of and suggestions for special education teacher preparatory programs from Kentucky special education teachers. A total of 142 special education teachers in Kentucky responded to a 13 item questionnaire concerning the teachers' undergraduate and graduate level training, prevalent academic problems exhibited by their students, most effective instructional techniques, most effective classroom management strategies, most important skills for special education teachers, and professional development courses. Teachers felt that practical experience was the most valuable facet of teacher training and that a multitude of varied methods and materials was necessary to meet the unique needs of atypical pupils. The teachers suggested observing peers' classrooms and exchange of ideas among peers as an alternative to classroom lectures. Results of responses to each of the questions are discussed and displayed in tabular form. (CB)

ED 266 132 SP 027 242

Illinois Teacher Salary Schedule and Policy Study. 1984-1985.
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE- 85
NOTE- 190p.; For the previous year, see ED 243 827.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Degrees (Academic); Elementary Secondary Education; School Districts; *State Standards; *Teacher Salaries
IDENTIFIERS- *Illinois

The adoption of a salary schedule for Illinois teachers is typically the result of formal negotiations or comes out of meetings between representatives of the local board of education and the teacher organization. The majority of these districts engage in collective bargaining either annually or biannually. In view of a widespread need for comparative information, this study provides school board members, teachers, administrators, and the general public with accurate teacher salary schedule and contract provision information by school district. It also presents a statewide summary analysis as a comparative basis for overall planning and decision making. Salaries actually paid to teachers are reported and include salaries for full-time elementary, secondary, and special education classroom teachers employed by school districts. (JD)

ED 266 133 SP 027 243

King, James R.; And Others
Quality Assessments of Prospective Teachers: Surveys of Previous and Present Practices. College Reading and Learning Assistance Technical Report 85-11.
SPONS. AGENCY- College Reading Association.
PUB DATE- Nov 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

others; and/or (3) review of client's case records. Reliability, validity, interrater Mobility, Self Direction, reliability, and test/retest reliability studies have been conducted using the Vineland Social Maturity Scale and the AAMD Adaptive Behavior Scale. The results are presented in table format. The scale and instructions for completing it are appended. (LMO)

ED 266 148 TM 850 659

Ellett, Chad D.; Wang, Margaret C.
Evaluating Administrative Components of Program Implementation in the Adaptive Learning Environments Model.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Pittsburgh Univ., Pa. Learning Research and Development Center.
PUB DATE- Apr 85
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Role; Data Analysis; Data Collection; Early Childhood Education; Educational Environment; *Evaluation Methods; Interrater Reliability; Interviews; *Models; Pilot Projects; Principals; *Program Implementation; *School Activities; *School Administration; School Surveys; Scoring; Specialists; Validity
IDENTIFIERS- *Adaptive Learning Environments Program

This paper reports the results from an investigation of a method for systematic development of a procedure for assessing the administrator and instructional leader roles in implementation of an innovative school program. The purpose of the study was to design and field-test a feasible and useful approach to examining the degree of operationalization of certain administrative roles and responsibilities that have been identified as critical for performance by school principals and other designated instructional leaders in order to provide adequate implementation support. Instrument design procedures are described and results from the study are summarized based on data from 19 teachers, five principals, and four education specialists from five elementary schools where an innovative educational program known as the included for the multiple choice test. The six skill areas are: (1) identifying the main idea; (2) using context and word structure to identify word meaning; (3) identifying specific details and sequences of events; (4) drawing logical inferences; (5) selecting and using reference sources; and (6) literary analysis and distinguishing fact from opinion. (GDC)

ED 266 163 TM 860 107

Yagi, Kan
ECIA, Chapter 1 Early Childhood Education Program in the Portland Public Schools. 1984-85 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Jul 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Rating; *Compensatory Education; Early Childhood Education; *Educationally Disadvantaged; Followup Studies; Mastery Learning; *Preschool Evaluation; Program Descriptions; Program Evaluation; Rating Scales; School Districts; Student Evaluation; Test Results
IDENTIFIERS- *Education Consolidation Improvement ACT Chapter 1; *Portland School District OR

The Chapter 1 Early Childhood Education (Preschool) Program in The Portland Public Schools (Oregon) provides educationally disadvantaged children with the experiences needed to ameliorate the disadvantages as they enter kindergarten. This year-end evaluation report contains both the statistical report forms with student test results and a narrative supplementary report for the 1984-85 preschool program. The narrative report contains: (1) a program description, including organization, student characteristics, recruitment and attendance, facilities and materials, daily activities, and project costs; (2) evaluation methodology and findings, which are organized according to program goals in the subject areas of language, arithmetic, small motor skills, and social skills as measured by the Record of Goals Mastery; (3) the follow-up study of former program students in kindergarten and grade 3; (4) comments on classroom observations conducted to examine both curriculum and instruction; and (5) summary and conclusions. Preschool evaluation results are more

PUB DATE- Nov 85
NOTE- 12p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Architecture; Cultural Context; *Design; Elementary Secondary Education; *Metaphors; Minority Groups; Program Design; *Program Development
IDENTIFIERS- Contextual Analysis

The use of metaphor offers considerable promise within scientific disciplines for encouraging creative thinking, drawing attention to important concepts or principles in a discipline, and developing new methodologies. Ferguson's description of architectural practice as a metaphor for the development of social programs is used to demonstrate these uses of metaphor through a comparison of architecture to the development of culturally adapted minority education programs. Architecture's design process, which seeks to understand context through analysis and to create a form appropriate to that context through synthesis, parallels educational program development. Judging the success of the design process through the analysis of fit between the form and its context, extends the metaphor to program evaluation. Like architecture, educational programs have functional-practical, milieu-creating and symbolic purpose. As in architectural building tasks, minority educational program development must analyze the cultural contexts, seek solutions to a series of functional or psychological needs, view the resulting form as one solution among many, and evaluate the fit. (BS)

ED 266 177 TM 860 121

Jones, Douglas H.
Asymptotic Properties of Induced Maximum Likelihood Estimates of Nonlinear Models for Item Response Variables: The Finite-Generic-Item-Pool Case.
Advanced Statistical Technologies Corp., Lawrenceville, NJ.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-01-85
PUB DATE- Oct 85
NOTE- 42p.
CONTRACT- N00014-83-C-0627

is developed in light of neurophysiological and neuroanatomical data from non-human primates, computational constraints, and behavioral data from human subjects. In developing theories of some of the high-level computations that are performed by the visual system, three problems which must be solved by any visual system are considered: (1) position variability; (2) figure/ground segregation; and (3) non-rigid transformations. The second part of the paper develops a mechanism for the development of lateralization of visual function in the brain. The theory rests on a set of relatively simple, uncontroversial properties of the brain, including: (1) processing components; (2) exercise; (3) selectivity; (4) "central" bilateral control; and (5) reciprocal innervation. This theory leads to predictions about the lateralization of the putative processing modules. The third part of the paper examines critical tests of these predictions, and reviews relevant empirical findings in the literature. Eight pages of references and several figures are included. (Author/LMO)

ED 266 191 TM 860 141

TELLS: Testing for Essential Learning and Literacy Skills. Summary of Results 1984. Turning the Tide. An Agenda for Excellence in the Pennsylvania Public Schools.

Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- Jun 85
NOTE- 90p.; For a related document, see TM 850 441.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cutting Scores; *Diagnostic Tests; *Educational Diagnosis; Elementary Secondary Education; Grade 3; Grade 5; Grade 8; Graphs; Mathematics Tests; *Minimum Competency Testing; Reading Tests; Remedial Programs; Standardized Tests; State Legislation; State Programs; Tables (Data); Test Construction; *Testing Programs; *Test Results
IDENTIFIERS- *Pennsylvania; *Testing for Essential Learning and Literacy Skills

Pennsylvania's "Testing for Essential Learning and Literacy Skills" (TELLS) program was instituted during the 1984-85 school year, to identify reading and mathematics problems early in a student's school career. This document describes the intent and legislation behind TELLS, the implementation of the test, population tested, properties of the test, results of the test for noncategorical

ED 266 204 UD 024 690

Briley, Kyle D.
School Desegregation Spurs First Housing Desegregation Gain in Forty Years in Louisville and Jefferson County. Three Decades of Increased Segregation Erased between 1970 and 1980. Staff Report 85-8.
Kentucky Commission on Human Rights, Louisville.
PUB DATE- Nov 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Black Population Trends; Black Students; Busing; Census Figures; *Desegregation Plans; *Neighborhood Integration; Racial Integration; *Residential Patterns; *School Desegregation
IDENTIFIERS- *Kentucky (Jefferson County); *Kentucky (Louisville)

This report describes housing desegregation gains in Louisville and Jefferson County, Kentucky, largely caused by school desegregation. The work of Judge James F. Gordon, who presided over the school desegregation plan, is cited as instrumental in aiding in this process. He ruled that no child in the minority in a neighborhood would be used for desegregation purposes, which in effect provided encouragement to black families to move into white school attendance areas, thus desegregating neighborhoods. The report finds the following desegregation gains in Louisville and Jefferson County: (1) In 1970, 15 census tracts were all white, and by 1980 the number was cut in half; (2) the percentage of black residents increased in 78.5% of the census tracts between 1970 and 1980; (3) the number of blacks living in suburban areas of Jefferson County increased by 275% between 1970 and 1980; (4) Louisville's desegregation status in 1980 was close to the national average; (5) housing desegregation has continued to increase based on a racial analysis of where the student age population lived in Jefferson County in 1980 and where they lived in 1984; and (6) 88.5% of the 104 census tracts with less than 20% black student age population in 1980 gained in the level of black students by 1984. These and other data are presented statistically and analyzed throughout the report. (CG)

ED 266 205 UD 024 693

PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Programs; Cultural Education; *Ethnic Studies; Higher Education; *Puerto Ricans
IDENTIFIERS- City University of New York; Fordham University NY; Indiana University; Pennsylvania State University; Rutgers the State University NJ; Seton Hall University NJ; State University of New York; University of Connecticut; University of Illinois; University of Wisconsin Milwaukee; Wayne State University MI; Yale University CT

This guide profiles 36 Puerto Rican Studies programs at colleges, universities, and research centers throughout the United States, which comprise the majority of such programs that are available. Only those courses dealing specifically with Puerto Rican issues, and only faculty and staff members who work full-time, are listed. Each profile includes name, address, and contact person; a list of faculty; and a brief description of each course dealing with the Puerto Rican experience. Some of the listings include a general description of the institution's program in Puerto Rican studies. The programs listed are offered by the following universities: The City University of New York, Fordham University, State University of New York, University of Connecticut, Yale University, Rutgers University, Seton Hall University, Pennsylvania State University, University of Illinois, Indiana University, Wayne State University, University of Michigan, and the University of Wisconsin-Milwaukee. Also included is a bibliographical section which lists bibliographical sources, books, and selected masters and doctoral theses on Puerto Ricans in the United States. (CG)

ED 266 221 UD 024 716

Welniak, Edward J.
Characteristics of Households and Persons Receiving Selected Noncash Benefits: 1984.
Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Nov 85
NOTE- 148p.; Tabular material and appendices may be marginally legible due to small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

IDENTIFIERS- *District of Columbia Public Schools

This report uses motivation theory, social and cognitive development theory, and a construct, Definition of Reality (DOR), to explain why the black students of the District of Columbia Public Schools (DCPS) do less well on the Comprehensive Tests of Basic Skills as they progress from elementary school into high school. The report is divided into 8 chapters. Chapter 1 describes the study's purpose, background, and hypotheses, and Chapter 2 discusses its theoretical basis. Chapters 3 through 7 discuss social and cognitive development and the resulting DOR at progressive stages in school. Chapter 8 presents general conclusions. Major findings, it is said, are: (1) As black children mature, they begin to experience and discern the many culturally imposed hostilities of American society. This process engenders a DOR that encourages them to believe they will continue to be powerless, low caste, and discriminated against by white society. (2) By early adolescence, many blacks have learned to adapt to their DOR by giving less time and energy to schoolwork. They believe that academic achievement will neither change their economically subjugated position nor provide them with the benefits that come to high-achieving white children. (3) The declining test scores in the DCPS present a clear profile of lessening motivation as students adapt to the imposed DOR. Improving black academic achievement motivation, it is argued, will depend heavily on initiatives which take place outside of schools: integration and compensatory programs, in themselves, cannot significantly alter the black child's perception of the racial biases of the outside community. (KH)

ED 266 235 **UD 024 745**

McAdoo, Harriette Pipes, Ed.; McAdoo, John Lewis, Ed.
Black Children. Social, Educational, and Parental Environments.
REPORT NO.- ISBN-0-8039-2461-5
PUB DATE- 85
NOTE- 293p.; Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, CA 90212 ($14.95 plus $1.00 postage).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Black Family; *Black Youth; *Child Development; *Educational Environment; Elementary Secondary Education; Family

the creation of a new and better national examination for new teachers. While members of the AFT have a few differences with some of the current reform proposals, the AFT in general supports the overwhelming majority of specific proposals called for in the various reports on the state of education. Current examining procedures are inadequate. Problems exist in the nature and level of the testing, and also with conflicts regarding the quality and quantity of teachers needed. The AFT supports the notion of a national teacher examination developed along the same lines as examinations for doctors, actuaries, or lawyers. Such an instrument and testing program could be developed by a group of leaders of educational organizations, college presidents and other professionals in the field who could constitute themselves as a non-governmental American board of education. Such an instrument and testing program could be developed within three to five years. The test should cover three general areas: subject matter knowledge, ability to make judgments to justify instructional decisions, and an internship program. Teacher organizations can have a very important role in the development as well as the acceptance of such a test in that the AFT and the National Education Association could make passage of such an examination a requirement for membership. (CB)

ED 266 102 SP 026 995

Korthagen, Fred A. J.
Reflective Thinking as a Basis for Teacher Education.
PUB DATE- 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Conceptual Tempo; Field Experience Programs; Foreign Countries; Higher Education; *Preservice Teacher Education; *Self Evaluation (Individuals)
IDENTIFIERS- Netherlands; *Reflective Teaching

The Mathematics Department of the Stichting Opleiding Leraren (SOL) is responsible for the education of secondary school mathematics teachers in the Netherlands. This education takes four and a half years, and includes one year of professional preparation. The

ED 266 117 SP 027 167

Delgado-Contreras, Carmen
Teachers Expectations of Bilingual Children's Achievement.
PUB DATE- 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Students; *Expectation; Language Proficiency; Primary Education; *Reading Achievement; Spanish Speaking; *Teacher Attitudes

A study investigated the relationship between teachers' expectations of first and second grade bilingual students and reading achievement of students in English. Through classroom observation, researchers identified the expectations held by the teachers for the bilingual students and then identified teacher behaviors toward the high and low expectation students. Finally, the relationship between teacher expectations and reading achievement of the bilingual students was determined. Teachers had higher expectations of students with higher English proficiency. Spanish speaking students often received greater overall attention than did English speaking students, regardless of high or low expectations. Teachers spoke Spanish more often with students for whom they had low expectations. Students expected to have high achievement scored higher on reading tests than did those for whom teachers had low expectation. Implications of this relationship are discussed. (CB)

ED 266 118 SP 027 168

Ekstrom, Ruth B.; Goertz, Margaret E.
The Teacher Supply Pipeline: The View from Four States.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Mar 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April

DESCRIPTORS- *Basic Skills; *Education Majors; *Graduation Requirements; Higher Education; *Minimum Competencies; *Preservice Teacher Education; *State Standards; Teacher Evaluation; Testing

A critical analysis of reports and empirical literature on the quality of candidates in teacher education programs is presented and the results of a nation-wide survey of basic skills competencies required of such candidates are described. While standardized test scores for education majors have been declining, many states in the survey did not corroborate an attendent decline in basic skills competencies. It was also noted that a growing number of states are requiring prospective teachers to pass a test of basic skills, and at least two states are requiring a similar test for inservice teachers. In response to concerns over eroding standards, representatives of state credentialing agencies have recommended that colleges and universities impose stricter entrance and exit requirements, remedial coursework for students deficient in basic skills, and revocation of program certification of certain teacher training institutions that continue to graduate high numbers of students who fail to meet basic skill criteria. A copy of the survey instrument is appended. A master list of College Reading and Learning Assistance Technical Reports is also provided. (JD)

ED 266 134 SP 027 254

Educational Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices. Twelfth Edition.

Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.; Sopris West, Inc., Longmont, CO.

PUB DATE- 86
NOTE- 351p.
AVAILABLE FROM- Sopris West Incorporated, 1120 Delaware Ave., Longmont, CO 80501 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; Elementary Secondary Education; Program Costs; *Program Descriptions; *Program Development
IDENTIFIERS- *National Diffusion Network Programs

This monograph presents an overview of all educational programs approved for national dissemination by the federal Joint Dissemination Review Panel since 1974. It provides basic information on exemplary products and practices in the described

Adaptive Learning Environments Model (ALEM) was implemented. The implications for further research in the development of procedures for assessing the degree of program implementation and in the use of implementation assessment data also are discussed. Appendices include sample performance indicators and scorable descriptors, a list of essential performance indicators, and sample pages from the teacher survey for the principal and education specialist implementation measures in the ALEM. (Author/LMO)

ED 266 149 TM 850 694

Summerhill, W. R.; Taylor, C. L.

Evaluation of Extension In-Service Education: Ritual or Precursor of Program Excellence?

PUB DATE- Oct 84

NOTE- 13p.; Paper presented at the Joint Conference of the Evaluation Network and Evaluation Research Society (San Francisco, CA, October 11-13, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adults; Content Analysis; *Evaluation Utilization; Evaluators; *Extension Education; *Faculty Development; *Inservice Education; Interviews; Participant Satisfaction; *Program Attitudes; *Program Evaluation; Program Validation

IDENTIFIERS- *Florida Cooperative Extension Service

The purposes of this study are: (1) to investigate the attitudes of Florida Extension Service specialists toward in-service education evaluation; (2) to determine the extent to which extension specialists are evaluating in-service education programs for which they have responsibility; (3) to determine the kinds of in-service education evaluation information considered by Extension specialists to be important; and (4) to determine the uses being made of the evaluation information collected. Data were collected through open-ended telephone interviews with twenty state extension specialists. Interviewees were selected from 35 specialists listed in the 1983-84 Florida Cooperative Extension Service Professional Development Opportunities Booklet. They were asked to describe evaluative information that was most useful to them with regard to their in-service education programs and to list ways in which the information was being used. Information collected was primarily perceptual and reactive, but it encompassed a variety of program

favorable than earlier years, with students making noticeable gains in academic areas. Follow-up study results are encouraging, but mixed. The Records of Goal Mastery Form and the Student Rating Form (used in the follow-up study) are appended. (BS)

ED 266 164 TM 860 108

Texas Examination of Current Administrators and Teachers (TECAT).
Test Specifications.
Texas Education Agency, Austin.
PUB DATE- Sep 85
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; *Cognitive Objectives; Elementary School Teachers; Elementary Secondary Education; *Equivalency Tests; Essay Tests; Multiple Choice Tests; Reading Skills; Secondary School Teachers; State Programs; State Standards; *Teacher Evaluation; *Teaching Skills; Testing Programs; Test Items; Word Lists; Writing Skills
IDENTIFIERS- *Test Specifications; Texas; *Texas Examination Current Administrators Teachers

Test specifications for the Texas Examination of Current Administrators and Teachers (TECAT) are presented in detail. These specifications are designed to help teachers prepare for the TECAT, and should also be made available to administrators and persons preparing review courses. This test focuses on reading and writing skills. In the test specifications, each skill area is defined and a sample item is presented. Then, stimulus attributes are presented to describe the test item characteristics such as content, length, and vocabulary level. Response attributes are also presented; they define the item type, the characteristics of correct and incorrect (distractor) answers, and the length of multiple choice response options. Reading skills include identifying main idea and details; distinguishing fact from opinion; drawing inferences; selecting and using reference sources; and comprehending job-related vocabulary. Writing skills include identifying proper mechanics of writing (capitalization, punctuation, and spelling); recognizing proper English usage; identifying errors in sentence formation; and producing a written composition. With the exception of the written composition, all items are multiple-choice. The appendix contains the Cumulative Word List which includes all words used in TECAT,

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Error Patterns; Functions (Mathematics); *Goodness of Fit; Item Analysis; *Latent Trait Theory; *Mathematical Models; *Maximum Likelihood Statistics; Statistical Studies; *Test Theory
IDENTIFIERS- Asymptotic Distribution Theory; *Nonlinear Models; *Robustness

The progress of modern mental test theory depends very much on the techniques of maximum likelihood estimation, and many popular applications make use of likelihoods induced by logistic item response models. While, in reality, item responses are nonreplicate within a single examinee and the logistic models are only ideal, practitioners make inferences using the asymptotic distribution of the maximum likelihood estimator derived as if item responses were replicated and satisfied their ideal model. This article proposes a sample space acknowledging these two realities and derives the asymptotic distribution of the induced maximum likelihood estimator. It is assumed that items, while sampled from an infinite set of items, have but a finite domain of alternate response functions. Using the proposed sample space, the statistical functional approach of von Mises is applied to derive the influence curve of the maximum likelihood estimator; to discuss related robustness properties; and to derive new classes of resistent estimators. This article's general purpose is revealing the value of these methods for uncovering the relative merits of different item response functions. Proofs and mathematical derivations are minimized to increase the accessibility of this complex subject. (Author/LMO)

ED 266 178 TM 860 122

Clancey, William J.
Acquiring, Representing, and Evaluating a Competence Model of Diagnostic Strategy.
Stanford Univ., Calif. Dept. of Computer Science.
SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- HPP-84-2; STAN-C5-85-1067
PUB DATE- Aug 85
NOTE- 97p.
CONTRACT- N00014-85K-0305

students and total groups, and analyses of results for each objective. Committees of Pennsylvania reading and mathematics professionals selected objectives to serve as the basis for the tests and chose Charles E. Merrill Publishing Company to provide test items meeting those objectives. The tests were administered in October 1984 to grades 3, 5, and 8. Students falling at or below cut scores became eligible for state-funded remedial instruction. About 35 percent of public school students and 24 percent of nonpublic students became eligible for at least one program. For certain objectives, the performance of above-cut students differed greatly from that of below-cut student. For grade 3 the Multiple Meaning Words objective marked the greatest difference on the reading test; for grades 5 and 8, the Inferential and Critical Comprehension was most indicative. Appendices include: (1) selected sections from the State Board regulations; (2) applicable sections of Act 93; (3) TELLS objectives; and (4) samples of reports. (LMO)

ED 266 192 TM 860 146

Samejima, Fumiko
Comparison of the Estimated Item Parameters of Shiba's Word/Phrase Comprehension Tests Obtained by Logist 5 and Those by the Tetrachoric Method.
Tennessee Univ., Knoxville. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR/RR-84-2
PUB DATE- Dec 84
NOTE- 470p.
CONTRACT- N00014-81-C-0569-NR-150-467
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Elementary Secondary Education; Equated Scores; *Estimation (Mathematics); Goodness of Fit; Graphs; *Item Analysis; *Latent Trait Theory; *Mathematical Models; *Maximum Likelihood Statistics; Scaling; Tables (Data); Testing
IDENTIFIERS- *Item Parameters; Japan; *Logist Computer Program; Three Parameter Model; Two Parameter Model; Word Phrase Comprehension Tests (Shiba)

The use of a three-parameter logistic model for applying latent trait theory has become more popular because of the availability of

Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Overview.
Australian Inst. of Multicultural Affairs, Melbourne (Australia).
REPORT NO.- ISBN-0-949890-31-6
PUB DATE- Mar 85
NOTE- 36p.; For the study of which this is an overview, see UD 024 694.
AVAILABLE FROM- Australian Institute of Multicultural Affairs, 300 Queen Street, Melbourne 3000, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Employment Programs; Employment Services; Equal Opportunities (Jobs); *Foreign Countries; Government Role; *Immigrants; Job Training; Labor Force Development; *Labor Force Nonparticipants; *Migrant Youth; Program Evaluation; Program Improvement; Refugees; *Unemployment
IDENTIFIERS- *Australia; Australians

This booklet is an overview and summary of the publication "Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs" which reviews programs and services for migrant and refugee youth in Australia. The unemployment rate for this group is higher than for their Australian-born peers, and their participation in governmental labor market programs is low relative to their unemployment rates. The review assessed the special employment and training needs of migrant youth, the availability and suitability of programs, and program coordination and evaluation, and discussed the Commonwealth Employment Service. This overview includes 34 recommendations for changes to improve the employment potential for immigrant youth. (CG)

ED 266 206 UD 024 694

Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Report.
Australian Inst. of Multicultural Affairs, Melbourne (Australia).
REPORT NO.- ISBN-0-949890-32-4
PUB DATE- Mar 85
NOTE- 388p.; For an overview of this report, see UD 024 693.
AVAILABLE FROM- Australian Institute of Multicultural Affairs, 300 Queen Street, Melbourne 3000, Australia.

DESCRIPTORS- Eligibility; Family Characteristics; *Federal Aid; *Federal Programs; Income; *Insurance; *Public Housing; *Retirement Benefits; *Social Services; Statistical Surveys

IDENTIFIERS- CHAMPUS Program; Current Population Survey; Food Stamp Program; Medicaid; Medicare; *Noncash Benefits; School Lunch Program

This document is a report of statistical data on the characteristics of households and individuals receiving noncash benefits in 1984. The data were obtained from the March 1985 Current Population Survey (CPS) conducted by the Bureau of the Census. The report covers data on: The Food Stamp Program; the National School Lunch Program; public and other subsidized rental housing; Medicare health insurance; Medicaid health insurance; CHAMPUS, VA, or military health insurance; and employer or union provided pension plans and group health insurance plans. There are two types of recipients for these noncash benefits: means-tested (those whose household income falls below a specified level) and non means-tested. In 1984, 88% of the households in the United States received at least one noncash benefit, an increase from 1983 of approximately 972,000 households. Households receiving at least one means-tested benefit did not change significantly from 1983 to 1984, but those households receiving nonmeans-tested benefits increased from 69.8 million to 70.7 million from 1983 to 1984. The body of this report consists of tables showing the collected data. Also included are extensive appendices which include information on : (1) definitions of terms and demographics; (2) sources and reliability of estimates; (3) underreporting; and (4) facsimiles of the 1985 CPS questionnaires. (CG)

ED 266 222 UD 024 717

Population Profile of the United States 1983/84.

Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- Sep 85

NOTE- 55p.; Tabular material contains small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Birth Rate; *Demography; *Educational Attainment; *Family Characteristics; Income; *Labor Force; Migrants; Migration

Life; Parent Attitudes; *Racial Attitudes; Racial Differences; Racial Relations; Self Concept; *Socialization

The unique experiences and situations that are common to black children and their parents are examined in the 14 papers collected in this volume. The book is organized into five sections, each relecting one of the significant environments within which black children lead their lives: the theoretical, the socioeconomic, the educational, the parental, and the internal environments. The papers' titles (and authors) are as follows: (1) "Our Destiny: Authors of a Scientific Revolution" (Na'im Akbar); (2) "Black Child Socialization: A Conceptual Framework" (A. Wade Boykin and Forrest D. Toms); (3) "Developmental Imperatives of Social Ecologies: Lessons Learned from Black Children" (Bertha Garrett Holliday); (4) "The Sea Is So Wide and My Boat Is So Small: Problems Facing Black Children Today" (Marian Wright Edelman): (5) "Racial Variations in Achievement Prediction: The School as a Conduit for Macrostructural Cultural Tension" (Margaret Beale Spencer); (6) "Black Parental Values and Expectations of Children's Occupational and Educational Success: Theoretical Implications" (John Scanzoni); (7) "Empowering Black Children's Educational Environments" (James P. Comer); (8) "Reexamining the Achievement Central Tendency: Sex Differences within Race and Race Differences within Sex" (Bruce R. Hare); (9) "Racial Socialization of Young Black Children" (Marie Ferguson Peters); (10) "The Black Family's Socializing Environment: Self-Esteem and Ethnic Attitude among Black Children" (Algea O. Harrison); (11) "A Psychoeducational Perspective on Black Parenting" (Anderson J. Franklin and Nancy Boyd-Franklin); (12) "Racial Attitude and Self-Concept of Young Black Children Over Time" (Harriette Pipes McAdoo); (13) "Modification of Racial Attitudes and Preferences in Young Black Children" (John Lewis McAdoo); and (14) "Interracial Contact in Schools and Black Children's Self-Esteem" (Neal Krause). (KH) program trains teachers to reflect on their experiences by means of directing their own growth in the teaching profession. The model of reflection used in the program has five phases: (1) action; (2) looking back at the action; (3) awareness of essential aspects; (4) creating alternative methods of action; and (5) trial. It is called the ALACT model after the first letters of the phases. These reflective teaching procedures are taught to prospective teachers before they undergo field experiences. Although some prospective teachers have rated the program highly, it is suggested that the program needs to consider the differences between student teachers who lean toward reflection and those who need more external support. (CB)

ED 266 103 SP 027 008

Keene, Melvin
Beginning Secondary School Teacher's Guide. Some Problems and Suggested Solutions.
REPORT NO.- ISBN-0-8191-4668-4
PUB DATE- Sep 85
NOTE- 256p.
AVAILABLE FROM- University Press of America, 4720 Boston Way, Lanham, MD 20706-9990 ($10.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Teachers; Class Organization; *Classroom Techniques; Discipline; Secondary Education; *Secondary School Teachers; Self Evaluation (Individuals); Teacher Attitudes; Teacher Orientation; *Teaching Skills

This book addresses the classroom problems faced by beginning secondary school teachers with an emphasis on classroom control. Solutions to problem situations are suggested and an appendix of further readings on the subject is included. The following topics are covered: (1) developing a good learning atmosphere; (2) introducing subject matter; (3) presenting and evaluating material effectively; (4) building class attitudes; (5) better class control; (6) handling troublemakers; (7) understanding other problem students; (8) attitudes for a constructive outlook; (9) attitudes to help students; (10) working with, and avoiding unpleasant situations with supervisors; (11) meeting personality problems with other teachers; (12) pointers for professional

4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Policy Formation; *State Standards; Teacher Certification; *Teacher Employment; *Teacher Evaluation; Teacher Selection; Teacher Supply and Demand
IDENTIFIERS- California; Colorado; Georgia; Oklahoma

Factors that influence the design of state teacher policies and the impact of these policies on issues of coordination, equity, and teacher supply are examined. The structure and operation of policies in effect in four states--California, Colorado, Georgia, and Oklahoma--are described, and the factors that influence the design of these state policies are analyzed. While all four states each use some type of individual assessment as well as an approved program approach to screen teachers, the state policies showed a wide range of diversity. Various movements, such as the competency education movement, influenced the design of teacher assessment policies, with the major impetus differing for each state. Contextual factors also had a role in policy design, as did availability of funds to develop assessment instruments. One aspect similar to all of the states was that the policies were here to stay, regardless of the potential for low passage rates by minorities or graduates of certain schools of education. The paper concludes with implications of the teacher assessment policies and recommendations for the development of other such policies. (CB)

ED 266 119 SP 027 187

Prick, Leo G. M.
Career Development and Satisfaction among Secondary School Teachers.
Vrije Univ., Amsterdam (Netherlands).
PUB DATE- 85
NOTE- 140p.; Tabular material contains small print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Development; Age Differences; *Career Development; *Job Satisfaction; *Midlife Transitions; *Secondary School Teachers; Teaching (Occupation)
IDENTIFIERS- *Netherlands

projects. The projects are divided into 16 sections: (1) adult education; (2) administration/organizational arrangements; (3) alternative schools/programs; (4) basic skills--language arts/writing; (5) basic skills--mathematics; (6) basic skills--multidisciplinary; (7) basic skills--reading; (8) bilingual/migrant education; (9) career/vocational education; (10) early childhood/parent involvement; (11) gifted and talented/technology/special interests; (12) health/physical education; (13) preservice/inservice training; (14) science/social science; (15) special education/learning disabilities; and (16) projects whose services are no longer available. The last section offers the following indices: sectional cross reference, projects by state, ERIC descriptors, and alphebetical listings. (JD)

ED 266 135 SP 027 258

Marty, Phillip J.; McDermott, Robert J.

Smokeless Tobacco: Attitudes and Practices in a Sample of Preservice Teachers.

PUB DATE- Oct 84

NOTE- 16p.; An earlier version of a paper presented at the Annual Meeting of the American School Health Association (Pittsburgh, PA, October, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Drug Use; Education Majors; *Habit Formation; Higher Education; *Physical Health; Role Models; *Student Attitudes; *Tobacco

IDENTIFIERS- *Smokeless Tobacco

This study determined the prevalence and patterns of smokeless tobacco use in a sample of preservice educators at a southern university, and identified factors associated with initiation and reinforcement of the activity. A 26-item survey was completed by 174 persons enrolled in a course required for completion of the teacher education program. Results indicated that 23.3 percent of the male respondents, but none of the female respondents reported current use of smokeless tobacco. Among users, 55.0 percent used it nearly every day. Most users (60.0 percent) "dipped" or "chewed" 4-7 times per day. The factor most often cited for initiation of use was the influence of a friend. Both users and nonusers were unable to identify the health effects associated with smokeless aspects. Of importance to specialists, in order of rank, were the following: (1) participant perceptions of the usefulness of the content of the training; (2) perceptions of the extent that programs expectations had been met; and (3) reactions to various aspects of the teaching-learning process. (LMO)

ED 266 150 TM 850 695

Ediger, Marlow
Evaluation of Pupil Achievement.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Educational Assessment; Elementary Education; *Evaluation Methods; *Formative Evaluation; Humanistic Education; Parent Teacher Conferences; Rating Scales; Sociometric Techniques; Standardized Tests; *Student Evaluation; Student Records; *Summative Evaluation; Teacher Made Tests; Units of Study

Because not all approaches to evaluating pupil achievement evaluate in the same facets of development, many methods are necessary to assess learner achievement in the different curriculum areas of the elementary school. This paper examines methods of evaluating pupil achievement, including: work samples, checklists, rating scales, sociometric devices, teacher-pupil conferences, parent-teacher conferences, diary entries, anecdotal records, teacher-made tests (essay items, true-false items, multiple-choice items, matching items, completion items), and standardized tests. Other techniques related to pupil evaluation are self-evaluation by teachers, and formative and summative evaluation. Feedback from evaluation results need to be utilized to improve the curriculum. Improved specific objectives, learning activities, and appraised procedures selected by teachers might be a relevant end result. (LMO)

ED 266 151 TM 860 013

with a few explicitly stated exceptions. (GDC)

ED 266 165 TM 860 109

Stiggins, Richard J.; And Others
A Feeling for the Student: An Analysis of the Art of Classroom Assessment.
Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 85
NOTE- 173p.
CONTRACT- 400-85-0005
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Case Studies; *Classroom Observation Techniques; Classroom Techniques; *Educational Testing; Elementary Secondary Education; Evaluation Methods; Grade 6; *Informal Assessment; Literature Reviews; Self Evaluation (Individuals); *Student Evaluation; Teacher Characteristics; *Teacher Made Tests; *Teacher Role
IDENTIFIERS- Journal Writing

Conducted to define in detail the ingredients contributing to an effective classroom assessment environment, this study explored the assessment methods actually used by classroom teachers through case study observations and teacher journals. Chapter 1 provides an overview of the report. Chapter 2 presents the findings of a review of the literature on educational testing, teacher decision making, and the ethnographics of classroom assessment which formed the basis for the research design. (A seven page bibliography is appended to this chapter.) Chapter 3 presents three ethnographic studies (out of the 30 case studies conducted) of 6th grade classrooms in which researchers were participant observers for 20 days. Chapter 4 presents an analysis of assessment journals maintained by 32 elementary and secondary teachers over a 10-week period. Chapter 5 summarizes the findings. It concludes that while the assessment environment is under the direct control of the teacher, there are six sets of factors that constrain teachers in establishing that environment effectively: (1) teacher characteristics; (2)classroom characteristics; (3) school and district policy; (4) instructional materials available; (5) specific school subject characteristics; and (6) the actual

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Artificial Intelligence; *Clinical Diagnosis; *Cognitive Processes; *Computer Oriented Programs; Computer Simulation; Epistemology; Flow Charts; Heuristics; Hypothesis Testing; Medical Case Histories; Medical Evaluation; *Models; Problem Solving; Vertical Organization
IDENTIFIERS- *Expert Systems; *NEOMYCIN (Computer Program)

This paper describes NEOMYCIN, a computer program that models one physician's diagnostic reasoning within a limited area of medicine. NEOMYCIN's knowledge base and reasoning procedure constitute a model of how human knowledge is organized and how it is used in diagnosis. The hypothesis is tested that such a procedure can be used to simulate both expert problem-solving behavior and a good teacher's explanations of reasoning. The paper is divided into four major sections: (1) acquiring the model by protocol analysis, using a framework that separates an expert's causal explanations of evidence from his descriptions of knowledge relations and strategies; (2) overview of the diagnostic model; (3) representing the model, including strategy and domain knowledge; and (4) evaluating the model for sufficiency and plausibility by testing it in different settings requiring expertise. NEOMYCIN's diagnostic procedure is discussed in detail, as a memory aid, as a set of operators, as proceduralized constraints, and as a grammar. (Author/LMO)

ED 266 179 TM 860 123

Reder, Lynne M.
Strategy-Selection in Question-Answering.
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-85-2
PUB DATE- 3 Oct 85
NOTE- 90p.
CONTRACT- N00014-84-K0063
GRANT- BNS-03711
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

computer programs. The program Logist 5 can be used not only for the item parameter estimation in the three-parameter logistic model, but also in the two parameter logistic model by setting the third parameter equal to zero. In the present study, comparison was made between the estimated item parameters obtained by assuming the normal ogive model and those obtained by Logist 5 assuming the two parameter logistic model. In some cases, item parameter estimation was also made by Logist 5 assuming the three-parameter logistic model, and comparison was extended to those results also. Data were obtained from the performance of fifth through ninth graders in Japan who took a battery of thirteen tests, Shiba's Word/Phrase Comprehension Tests. Results from four tests were chosen for this study. Resultant estimated item parameters were compared with those obtained using the tetrachoric methods. Results showed the mean and standard deviation of the distribution of the maximum likelihood estimate seem to be somewhat different from those of the distribution theta, and a certain systematic tendency was observed. (LMO)

ED 266 193 TM 860 147

Williams, Dilafruz
A Comprehensive and Educative Approach to Program Evaluation.
PUB DATE- Oct 85
NOTE- 11p.; Paper presented at the Evaluation Network/Evaluation Research Society International Conference (Toronto, Canada, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Epistemology; *Evaluators; *Holistic Evaluation; Humanism; *Knowledge Level; Models; *Program Evaluation; Scientific Methodology

This paper proposes a comprehensive approach to program evaluation and suggests employing a number of methods in evaluating a program. Exclusive allegiance to one school of thought and adoption of one particular technique leads to limited comprehension about programs, and hence their evaluations. If evaluation is viewed as a process by which knowledge is gained about the program rather than merely for gathering data or information, then the next conceptual step would be to recognize that there are various models of knowing. Program evaluation should not only be intensive, but also extensive

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Education Work Relationship; Employment Opportunities; *Employment Programs; Employment Services; Foreign Countries; *Government Role; Immigrants; *Job Training; *Migrant Youth; Program Effectiveness; Program Improvement; *Unemployment
IDENTIFIERS- *Australia; Australians

This 7-chapter report reviews unemployment among migrant and refugee youth in Australia, examines the employment and training programs that exist for this population, identifies unmet needs, and suggests programs or services to meet those needs. An overview of the labor market programs and services available is contained in Chapter 2. Chapters 1 and 3 examine the extent of unemployment among overseas-born youth and explore the factors which influence their prospects in comparison with Australian born youth. Chapters 4 and 5 present evidence of program utilization by migrant youth. Chapter 6 examines the suitability of programs for overcoming the disadvantages of immigrant youth in seeking employment. The recommendations in the report's final chapter hinge on increasing migrant youths' utilization of resources, and involve four broad levels of improvement: (1) adjustments to the eligibility provisions for programs; (2) attention to procedures in program administration so as to assist those in greatest need; (3) adjustments to programs in order to enhance their suitability for a specific group; and (4) changes in the coordination and evaluation of programs and services. Appendices include program summaries, an overview of education and programs, and statistical information relating to the methodology and findings of the review. (CG)

ED 266 207 UD 024 695

Migrant and Refugee Youth in the Australian Labour Force. An Annotated Bibliography.
Australian Inst. of Multicultural Affairs, Melbourne (Australia).
REPORT NO.- ISBN-0-949890-27-8
PUB DATE- Apr 84
NOTE- 53p.
AVAILABLE FROM- Australian Institute of Multicultural Affairs, 300 Queen Street, Melbourne 3000, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Patterns; Population Growth; *Population Trends; Poverty; *Statistical Distributions
IDENTIFIERS- *United States

This population profile summarizes a range of demographic, social, and economic data collected by the Census Bureau during 1983 and 1984. Geographic coverage is primarily for the nation as a whole, although some demographic data at the State level are also included. The areas covered are as follows: (1) national population trends; (2) national population projections; (3) fertility, childspacing, and birth expectations; (4) state population trends; (5) metropolitan/nonmetropolitan populations; (6) farm populations; (7) migration; (8) households and families; (9) living arrangements and marital status; (10) school enrollment; (11) educational attainment; (12) the labor force; (13) occupation; (14) earnings by occupation and sex; (15) money income; (16) participation in government benefits programs; and (17) poverty. Each section makes extensive use of graphs and charts to illustrate the data and concludes with a list of sources and the name and number of a specialist who can answer technical questions. Appendices include summary tables on the data, information on sources and limitations of the data, and sources for the figures. (CG)

ED 266 223 UD 024 718

Racial/Ethnic Distribution of Public School Students and Staff, New York State 1984-85.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 85
NOTE- 55p.
AVAILABLE FROM- New York State Education Department, EPSIS, Room 330 EB, Albany, NY 12234.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; *Blacks; Elementary Secondary Education; *Enrollment; *Hispanic Americans; Minority Groups; Minority Group Teachers; *Racial Composition; *School Personnel; *School Statistics
IDENTIFIERS- *New York; New York (Buffalo); New York (New York); New York (Rochester); New York (Syracuse); New York (Yonkers)

This document is a collection of racial/ethnic data on the school population of New York State for 1984-1985. Such data have been well-being; (13) checking on individual teacher's problems; and (14) teacher self-evaluation. (JD)

ED 266 104 SP 027 009

Travers, Robert M. W.
How Research Has Changed American Schools. A History from 1840 to the Present.
REPORT NO.- ISBN-0-9609682-0-2
PUB DATE- 83
NOTE- 611p.
AVAILABLE FROM- Mythos Press, P.O. Box 589, Kalamazoo, MI 49005 ($27.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- Curriculum Development; Educational Anthropology; *Educational History; Educational Quality; *Educational Research; *Foundations of Education; *Research Utilization; Sociocultural Patterns

Modern educational research has its foundation in the fact finding techniques of the great educational organizers and administrators of the last century. Those individuals brought about the change from education administered in terms of tradition, to education administered in terms of knowledge. They created an atmosphere in education, accepting new ideas and encouraging innovation based on knowledge. That transition had to take place before the emerging new sciences, related to learning and development, could have their impact. This volume traces that transition through the following chapters: (1) American Builders of the Foundation for Educational Research; (2) New Lines of Scientific Discovery and Their Implications for Education; (3) Assessment and Evaluation; (4) Intelligence Tests and Their Impact on American Schools; (5) The Thorndike Sphere of Influence; (6) Judd and His Dream of a Psychology of School Subjects; (7) The Psychology of School Subjects; (8) Behaviorism and the Shadow of the Vienna Circle; (9) Child Development as a Basis for Education; (10) Economic Research and Education for Economic Change; (11) Research on Events in the Classroom; and (12) Recent Trends and Future Promises. (JD)

The original report of this investigation into career development among secondary school teachers was published in Dutch and contained two parts. The first part was a coherent survey of literature about adult (career) development which formed a necessary condition for a justified division into different age groups of teachers involved in the investigation. A summary of this study serves as a preface to the present study. The study investigated the affect of mid-life crisis in teachers on their attitudes toward their work and their satisfaction with their jobs. Detailed discussions are presented on: (1) motives regarding professional choice among future teachers; (2) developments concerning the age build-up of the teacher population; (3) the construction of the evaluation instrument used to survey 2,000 teachers; and (4) results. Discussions in the section on results center around the connection between orientation and satisfaction in relation to age, and differences in job satisfaction as they relate to the subject taught and teaching conditions. A 19-page bibliography, the survey instrument, and the tabulated data relating to it are appended. (JD)

ED 266 120 SP 027 189

Teacher Evaluation Project. The Beginning Teacher Program, Intellectual Skills Development, Validity Studies of the Evaluation System, Special Instrument Development. Report for 1984-1985.
Florida Coalition for the Development of a Performance Measurement System, Tallahassee.
PUB DATE- 85
NOTE- 247p.; For related documents, see SP 027 189-191.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Teachers; Classroom Observation Techniques; Data Collection; *Evaluation Criteria; *Program Development; *Research Projects; *Research Utilization; Skill Development
IDENTIFIERS- Florida; *Teacher Evaluation Project FL

Reports, summaries, and recommendations are presented on the following research studies: (1) Beginning Teacher Studies; (2) Instructional Skills for Teaching Higher Order Thinking; (3) Development of the Conferential Observation Instrument; (4) Predictive Validity Studies Conducted to Test the Relationship Between Teacher Performance as Measured by the Florida Performance Measurment System (FPMS) and Measures of Student Outcomes; (5)

tobacco. It is concluded that a significant number of male preservice teachers in this geographic area use smokeless tobacco. Ignorance in this group about the health effects of smokeless tobacco is notable. These data suggest that some persons in the field of education have succumbed to the wave of popularity that smokeless tobacco enjoys in parts of the United States. The influence that these future educators could have on acceptance of smokeless tobacco use by younger audiences as a viable recreational activity may have practical significance for the college health educator. (Author)

ED 266 136 SP 027 265

Rittenmeyer, Dennis C.
School Reform: Can It Succeed?
PUB DATE- Feb 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Busing; Divorce; Drug Abuse; Elementary Secondary Education; One Parent Family; Poverty; Pregnant Students; *School Responsibility; *Social Problems; Suicide

Using the schools to achieve racial balance, eliminate poverty, fight drug abuse, prevent pregnancy, and reduce youth suicide is simply too much to ask. Teachers and principals should be required to address educational issues, not unmet social needs. Moreover, those who demand the schools' improvement would be well-advised to pay significant attention to the social issues that have played such a critical role in the decline of the public school systems. If there is a wish to improve the educational performance of U.S. schools, first there must be improvement in the quality of life for U.S. youth. Only when this improvement occurs can an evaluation be made as to the degree to which schools are fulfilling their educational objectives. (JD)

Tracz, Susan M.; Elmore, Patricia B.
The Effect of the Violation of the Assumption of Independence When Combining Correlation Coefficients in a Meta-Analysis.
PUB DATE- 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Correlation; *Effect Size; Mathematical Models; *Meta Analysis; *Monte Carlo Methods; Path Analysis; Predictor Variables; Regression (Statistics); *Research Methodology; Statistical Studies

Meta-analysis is a technique for combining the summary statistics from previously conducted research studies to indicate the direction of results and provide an index of the magnitude of effect size. This paper focuses on the effect of the violation of the assumption of independence (that the value of any included statistic is in no way predictable from the value of any other included statistic) when combining correlation coefficients to determine effect size. A Monte Carlo simulation used the following four parameters and specified values: (1) the sample size within a study (20, 50, 100); (2) the number of predictors (1, 2, 3, 5); (3) the population intercorrelated among predictors (0, .3, .7); and (4) the population correlations between predictors and criterion (0, .3, .7). Path diagrams are given for each predictor case. The means, medians, and standard deviations of the correlation coefficients and the Fisher's Z transformation of the correlation coefficients for all population correlations and population intercorrelation values for each sample size were calculated and the data is presented in table format. As all the standard deviations were very close to their expected values, it is concluded that nonindependence does not affect the estimation of either the measures of central tendency or the standard deviations when the same population parameter is being estimated. (BS)

ED 266 152 TM 860 044

Hills, John R.; And Others
An Investigation of the Feasibility of Using the Three-Parameter Model for Florida's Statewide Assessment Tests.
Florida State Univ., Tallahassee. Coll. of Education.

assessments used. The specific ingredients of these constraining factors are listed along with the relevant underlying continuum and recommended observation strategies. (BS)

ED 266 166 TM 860 110

Arter, Judith A.; Estes, Gary D.
Item Banking for Local Test Development: Practitioner's Handbook.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 99p.; Appendices A and B contain small type. For a related document, see TM 860 111.
CONTRACT- 400-83-0005-P-15
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Computer Software; Curriculum; Elementary Secondary Education; Flow Charts; *Item Banks; Microcomputers; Resource Allocation; Scores; Surveys; *Teacher Made Tests; *Test Construction; Test Format; Testing Problems; *Testing Programs; Test Items; Test Use

This handbook is intended for persons who might develop or use an item bank to support their testing program. An item bank is defined as a "large collection of distinguishable test items," with "large" explained as meaning that the number of items available is greater than the number to be used in any one test. The first section of the handbook provides guidance as to the types of testing options which might be most appropriate for different testing purposes, resources, and local testing climate. The other two major sections deal with two item banking options: (1) accessing an existing item bank; and (2) developing one's own item bank. Because this handbook is intended as a practical guide, each section has three major parts: (1) a list of questions to guide users through decisions to be made on each topic; (2) assistance with answering questions; (3) examples to illustrate the various concepts presented. Extensive appendices include: (1) an item bank survey summary; (2) a summary of item banking software for microcomputers; (3) a summary of general purpose software for microcomputers which could be used for item banking; (4) item bank design questions; (5) test selection forms; and (6) sample classification scheme for reading items. (LMO)

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Cognitive Processes; Cognitive Style; Conceptual Tempo; *Encoding (Psychology); Flow Charts; Higher Education; Learning Processes; *Memory; *Models; Problem Solving; *Recall (Psychology); *Recognition (Psychology); Schemata (Cognition); Scoring
IDENTIFIERS- *Question Answering

This paper presents a general framework for the process of answering questions from memory. The focus is primarily on verification and recognition tasks. Six experiments support the assumptions of the proposed framework. The experiments are designed to address the following categories of inquiry: (1) Can we adjust our strategy preference to mirror the ratio of presented to non-presented statements in a story? (2) What strategy is preferred when both strategies always work? (3) Can people switch strategies from question to question based on advice preceding each one? (4) Can people estimate answerability faster than they can answer? (5) Binary responding for estimate versus answer; and (6) Can our estimation process be subverted by spurious familiarity? The first three experiments show that strategy-selection is under the strategic control of subject and that contextual variables affect this selection. Experiments 4 and 5 suggest that strategy selection also involves evaluating the question itself; Experiment 6 suggests variables that influence the evaluation of the question. This model is shown to be consistent with processing strategies in domains other than question-answering. (Author/LMO)

ED 266 180 TM 860 124

CLEP Fall 1985 College Administrators' Workshop.
College Entrance Examination Board, New York, N.Y.
PUB DATE- 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; Adult Programs; Adult Students; *Advanced Placement Programs; *Articulation (Education); Business; College Faculty; Colleges; *Developmental Continuity; Higher Education; *Institutional Cooperation; Microcomputers; Scoring; Seminars; Surveys; Test Construction; Test Manuals; *Workshops
IDENTIFIERS- College Entrance Examination Board; *College Level

in scope, and utilize a variety of techniques and models. A wide variety of sources of data have to be used. A comprehensive approach to evaluation requires an evaluator who has a comprehensive approach to understanding, broadness in mental grasp of events, and an open-mindedness about learning. (LMO)

ED 266 194 TM 860 165

Foorman, Barbara R.; And Others
The Effect of Visual and Verbal Strategies on Children's Solutions of Figured Matrices in Japan and the United States.
PUB DATE- Apr 85
NOTE- 29p.; Paper presented in part at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Computer Assisted Instruction; *Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; *Learning Modalities; Learning Strategies; Matrices; Multivariate Analysis; Pretests Posttests; Reaction Time; Sex Differences; Spatial Ability; *Verbal Learning; *Visual Learning
IDENTIFIERS- Figural Intersection Test; *Japan; Spatial Relations Test; Standard Progressive Matrices; *United States

This investigation examined the effectiveness of training Japanese and American children with a visual animation/construction or verbal labelling strategy for solving computerized geometric matrices that were correctly or incorrectly completed and varied in number of elements (1 to 3) and number of transformations (0 to 2). Subjects were 209 Japanese and American second, fifth, and eighth graders from top academic schools. Pretests and posttests measured spatial reasoning. Japanese and American children achieved comparable accuracy rates on the test of 108 geometric matrices, but Japanese children had faster response times. Training effectiveness was mediated by gender. Boys benefitted from visual training and girls from verbal training (both, specifically, on incorrectly completed matrices). Cultural and schooling issues helped explain additional gender differences in the American sample. Both cultural groups exhibited "self-terminating" strategies on certain matrices and similar developmental trends. (Author)

PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Education Work Relationship; *Employment; *Employment Programs; Employment Services; *Foreign Countries; *Government Publications; Immigrants; Job Training; *Labor Force Development; *Migrant Youth; Refugees; Unemployment
IDENTIFIERS- *Australia; Australians

This bibliography is a component of the Review of Manpower Programs and Services Affecting Migrant and Refugee Youth. It concentrates on Australian research and publications issued mainly between January 1977 and December 1983. Some unpublished papers are also included. The first section lists government reports and publications, with a subsection on publications of State and territory governments. The second section lists works on employment and the young migrant, and the third section lists works on preparing for employment of migrants. A list of some related bibliographies is also given. Each entry lists author or editor, title, publisher, and date, and gives a brief description of the work. The bibliography is indexed by main author. (CG)

ED 266 208 UD 024 696

Review of Multicultural and Migrant Education.
Australian Inst. of Multicultural Affairs, Melbourne (Australia).
REPORT NO.- ISBN-0-949890-00-6
PUB DATE- Sep 80
NOTE- 160p.
AVAILABLE FROM- Australian Inst. of Multicultural Affairs, 300 Queen Street, Melbourne 3000, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Cultural Differences; Elementary Secondary Education; *English (Second Language); *Foreign Countries; Government Role; *Immigrants; *Multicultural Education; *Native Language Instruction; Postsecondary Education; Private Schools; Public Schools; Research Needs
IDENTIFIERS- *Australia

The objectives of this review of multicultural and migrant education in Australia were to survey nationally current activities; assess whether programs can be improved and, if so, make recommendations for change; and identify areas requiring further research. The review covers the following topics: (1)

collected annually since 1966 and are part of the State Department of Education's Basic Educational Data System. Table 1 gives racial/ethnic student distribution in the State's five major school districts (Buffalo, New York City, Rochester, Syracuse, and Yonkers), for the rest of the State, and for the State as a whole. Table 2 presents the distribution of Black and Hispanic students by location in the State. It shows that 70.6% of all Black students and 86.5% of Hispanic students attend school in New York City. Table 3 shows a percent distribution of students by racial/ethnic origin for the years 1980-81 through 1984-85. In the large cities, the minority group population rose from 66.5% to 69.1%, with an even larger increase in Yonkers. Table 4 details the number of schools and the number and percent of minority students in schools of differing racial composition, and finds among other things, that 77.6% of Black and Hispanic students attend a minority school. Tables 5 and 6 present data on numbers and percents of Black and Hispanic students, respectively, in schools of differing racial composition. Tables 7 and 8 show the distribution of professional school staff by racial/ethnic origin, with current year data in Table 7 and trend data in Table 8. The document includes appendices which detail the distribution of public school students by racial/ethnic origin for each school district in the State, and distribution of school professional staff by racial/ethnic origin for each school district. Data are included for Native Americans, Alaskan natives, Asians, and Pacific Islanders, as well as Blacks, Hispanics, and Whites (non-Hispanics). (CG)

ED 266 224 UD 024 719

Persons of Spanish Origin in the United States: March 1985 (Advance Report).

Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- Dec 85

NOTE- 8p.; Tabular material contains small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Demography; *Educational Attainment; *Family Characteristics; Family Income; *Hispanic Americans; *Labor Force; Population Growth; *Poverty

IDENTIFIERS- *Current Population Survey

Development of Student Services Personnel Observation System; (6) Development of Data Collection System for Library Media Specialists; (7) Development of Addendum to the Coding Manual for Exceptional Student Education Specialists; (8) Development of the System for Assigning Additional Points in a Master Teacher Program; and (9) A Comparative Study: FPMS with TADS (Teacher Assessment and Development System). Appendices include evaluation instruments used in the studies. (JD)

Alternative Certification for Teachers. ERIC Digest 1, 1986.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Certificates; Higher Education; *Nontraditional Education; Program Effectiveness; Program Evaluation; *Teacher Certification; *Teacher Education
IDENTIFIERS- *Alternative Teacher Certification; ERIC Digests

Alternative teacher certification is defined as any significant departure from the traditional undergraduate route through teacher education programs in universities and colleges. An overview is presented of some specific alternative certification programs, and raises questions useful for evaluating alternative certification programs. A bibliography of references is included. (JD)

SPONS. AGENCY- Florida Univ., Gainesville. Inst. for Student
Assessment and Evaluation.
PUB DATE- Dec 85
NOTE- 63p.; For a related document, see TM 860 045.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Equated Scores; Feasibility Studies; Goodness of Fit; Guessing (Tests); Item Analysis; Item Banks; *Latent Trait Theory; *Mathematical Models; *Minimum Competency Testing; Sample Size; *State Programs; *Testing Programs
IDENTIFIERS- Florida; *Florida Statewide Student Assessment Tests; LOGIST Computer Program; Rasch Model; *Three Parameter Model

This study investigated the feasibility of using the three-parameter model in Florida's minimum competency testing program. LOGIST 4 was used to analyze 1984 Statewide Student Assessment Tests (SSAT)-II data, exploring possibilities that easiness of the test would cause problems in the estimation of the a and c parameters. These problems and results of the trial analysis are discussed in chapter 2 of this 7-chapter report. An elaborate investigation of the assumption of unidimensionality of SSAT scores is reported on in chapter 3. In the next two chapters, goodness to fit of the one-, two-, and three-parameter models to the SSAT-II data is discussed, and the results of a parameter estimation investigation are described, along with a consideration of the appropriateness of different models. Chapter 6 reports on studies of the optimum number of examinees to be used in analyzing the data available from Florida's tests, including an attempt to improve parameter estimates by oversampling the lower end of the achievement distribution. A brief chapter of conclusions completes the report. (LMO)

Examination Program

This document contains the agenda for an Administrator's Workshop given by the College-Level Examination Program (CLEP) of the College Board. Included are an update on CLEP activities, a section on reaching out to faculty, and a section on reaching out to adult students. Covered in the update on CLEP activities are results of 1984 workshop surveys on: (1) new test titles; (2) local microcomputer scoring of CLEP examinations; (3) dates for the General Examination in English Composition with Essay; and (4) proposed change in the score scale for CLEP Subject Examinations. A report on test development includes a discussion of the CLEP Technical Manual, a table of five-year plans for redeveloping examinations, and a description of the Test Information Guides. Guidelines for grading the optional free-response section of the College Composition Examination are provided. Outreach to faculty involves providing information through a series of seminars described here through a review of the agenda. Reaching out to adult students includes a business campaign, a program for companies employing potential students, and a description of the availability of College Board assistance. Addresses for regional offices are included. (LMO)

patterns of Australian multiculturalism; (2) issues of education in a multicultural society, with discussion of teaching English as a second language, teaching of community languages, and studies of ethnic and cultural diversity; (3) community views on multicultural education; (4) discussion of relevant activities in government, Catholic, and non-Catholic independent schools; (5) the role of ethnic schools; (6) how tertiary institutions contribute to multicultural and migrant education through teaching community languages, preparing teachers of English as a Second language, and courses in cultural and ethnic diversity.; (7) issues of adult migrant education including home tutoring, courses in industry, and English teaching by television; and (8) what the government support structures are for multicultural education. Recommendations for action are made where clearly applicable and areas for further research are identified. A summary of conclusions and recommendations is included as well as a listing of contributors. (CG)

This brief report presents preliminary data on the demographic, social, and economic characteristics of people of Spanish origin in the United States. The data were collected by the Census Bureau in a supplement to the March 1985 Current Population Survey (CPS), which used independent postcensal estimates on Hispanics. The Hispanic population has grown by 16% since 1980 as a result of high fertility and increased immigration. This is a proportionately larger increase than that for the total population. The Hispanic population has a higher median age in 1985 than it did in 1980 (up from 23.2 to 25) but still lower than the non-Hispanic population. Hispanics had a lower educational attainment level than non-Hispanics, with 14% having completed less than five years of school compared with only 2% of non-Hispanics of comparable age. In 1985, 72% of Hispanic families were married-couple families and 23% were families with single women heading the household. Family composition varied markedly among different Hispanic groups. There was no statistically significant difference between labor force participation of Hispanic and non-Hispanic populations, but the unemployment rate was substantially higher for Hispanics (11.3% versus 7.4%). The median income for Hispanic families in 1984 was $18,800 and for non-Hispanics $27,000. In 1984, the proportion of Hispanic families below the poverty level was more than double that of non-Hispanic families. (CG)

Abel, Frederick J.
Application of Instructional Design and Modeling Theory in Educational Psychology.
14p. 1mf. L1 ED 266 143

Achilles, C. M.
Results of a Project to Improve Proficiency Scores in Selected Ninth Grades, 1984-85 School Year. First-Year Evaluation Report: Knoxville City Schools (KCS).
28p. 1mf. L1 ED 265 620

Acrey, Bill P.
Navajo History to 1846: The Land and the People.
172p. 2mf. L2 ED 265 991
Navajo History: The Land and the People.
359p. 4mf. L2 ED 265 990

Adams, Charles F.
Policy Analysis and Simulation System for Educational Institutions.
13p. 1mf. L1 ED 265 632

Adams, Clayton
Teaching about the Holocaust and Genocide. The Human Rights Series, Volume II.
581p. 7mf. L1 ED 266 075
Teaching about the Holocaust and Genocide: Introduction. The Human Rights Series, Volume I.
137p. 2mf. L1 ED 266 074

Adams, R. C.
Personnel Characteristics, Job Satisfaction, and Organizational Styles of Television Program Directors Over Market Ranks and Station Sizes.
33p. 1mf. L1 ED 265 579

Adubato, Susan A.
Father Involvement, Sex-Typing and the Toy Play of Children.
18p. 1mf. L2 ED 265 427

Al-Rubaiy, Abdul A.
Current Voices of Reforms in American Education: Ethnocentrism or Globalism.
19p. 1mf. L1 ED 265 646

Alexander, E. Curtis
Fundamentals of an African American Value System.
9p. 1mf. L1 ED 266 067

Allen, John
Children and Crises: A Developmental Guidance Approach.
25p. 1mf. L1 ED 265 448

Allen, Brockenbrough S.
Electronic Text: An Amalgam of Capabilities for Creating, Informing, and Instructing. Monograph Number Two of the Electronic Text Monograph Series.
47p. 1mf. L1 ED 265 830

Alspach, Sandra L.
Deception: A Dramatistic Review of the Research towards a New Theoretical Model.
33p. 1mf. L1 ED 265 611

Alvarez, Emmo, Comp.
Guide to Puerto Rican Studies in Institutions of Higher Education in the United States, 1985-1986.
140p. 2mf. L2 ED 266 220

Amabile, Teresa M.
Social Influences on Creativity: Interactive Effects of Reward and Choice.
17p. 1mf. L1 ED 265 705

Ambler, Bob
Examination of the Relationship between Irrational Beliefs and Communication Apprehension.
15p. 1mf. L1 ED 265 581

Amoriell, William J.
Use of Standardized Reading Tests as Measures of Reading Achievement.
9p. 1mf. L1 ED 265 508

and Others
Use of Teleconferencing to Conduct Interim Business.
35p. 1mf. L1 ED 265 827

Anderson, Annelise
Presidential Initiative for the Second Term. Report of the Committee on the Next Agenda.
64p. 1mf. L2 ED 266 045

Anderson, Daniel R.
Influence of Television on Children's Attentional Abilities.
12p. 1mf. L1 ED 265 933

Anderson, Eileen
Children and Crises: A Developmental Guidance Approach.
25p. 1mf. L1 ED 265 448

Andrews, Jean F.
Deaf Children's Acquisition of Prereading Skills Using the Reciprocal Teaching Procedure. Technical Report No. 350.
27p. 1mf. L1 ED 265 523

Angoff, William H.
Between-Groups Experimental Design for Studies of Rights and Formula Scoring.
9p. 1mf. L1 ED 266 145

Angus, Lawrence B.
Human Action and Social Structure in the Study of Schools as Organisations.
33p. 1mf. L1 ED 265 659

Applebee, Arthur N.
Contexts for Learning to Write: Studies of Secondary School Instruction. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
224p. mf. L3 ED 265 558

Archer, Jennifer
Motivation and School Achievement.
45p. 1mf. L1 ED 265 938

Arnold, Mary
Effect of Response Widening and Response Narrowing on IQ and Problem Solving.
13p. 1mf. L1 ED 265 976

Arroyo, Aline A.
Scale of Student Teaching Concerns for Use with Early Childhood Education Teacher Trainees.
32p. 1mf. L1 ED 265 927

Arter, Judith A.
Item Banking for Local Test Development: Practitioner's Handbook.
99p. 2mf. L1 ED 266 166
Two Case Studies of Local Test Development.
109p. 2mf. L1 ED 266 169

Aschbacher, Pamela
Process for Designing and Implementing a Dual Purpose Evaluation System. CSE Resource Paper No. 7.
40p. 1mf. L1 ED 266 173

Astin, Alexander W.
American Freshman: National Norms for Fall 1985.
249p. 3mf. L2 ED 265 778

Atiyah, Yael, Ed.
Planning And Grants Committee, Council for Higher Education. Annual Report No. 11, Academic Year 1983/84.
69p. 1mf. L1 ED 265 802

Aubrey, Roger F.
Counseling at the Crossroads: Obstacles, Opportunities, and Options.
36p. 1mf. L1 ED 265 423

Aufenanger, Stefan
Patterns of Interpretation and the Autobiographical Method--Some Remarks for Educators.
12p. 1mf. L1 ED 265 644

Austin, Ann E.
University Mid-Level Administrators: Comparisons between Men and Women on Work Experience, Commitment, and Job Satisfaction.
48p. 1mf. L1 ED 265 763

Auxter, David
Training Teachers of the Handicapped through a Competency Based Format to Instruct Motor Skills.
34p. 1mf. L1 ED 265 716

Babich, Betsy
Learning Centers: A Personalized Approach to Mainstreaming.
43p. 1mf. L2 ED 265 726

Baer, J. Elaine
Willingness to Communicate: The Construct and Its Measurement.
11p. 1mf. L1 ED 265 604

Baker, Betty Ruth
Transition Time: Make It a Learning Time.
14p. 1mf. L1 ED 265 943

Baker, Eva L.
Assessing Instructional Outcomes.
68p. 1mf. L1 ED 266 175

Ballinger, Charles
Year-Round Education: An Overview, 1985.
10p. 1mf. L1 ED 265 635

Banks, Karen Vlahos
Diagnostic and Prescriptive Skills of Teachers and Related Specialists.
26p. 1mf. L1 ED 265 502

Baratta, Anthony N., Ed.
Contexts of Reading. Advances in Discourse Processes Series. Volume XVIII.
207p. mf. L3 ED 265 506

Barer, Barbara
Marital Instability and the Changing Kinship Networks of Grandparents.
22p. 1mf. L1 ED 265 443

Barker, Bruce O.
Adult Education in Rural America: A Review of Recent Research and Identification of Further Research Needs.
9p. 1mf. L1 ED 265 994
Advantages of Small Schools. ERIC Digests.
12p. 1mf. L1 ED 265 988
Efforts to Improve the Preparation of Teachers for Rural Schools.
12p. 1mf. L1 ED 265 993

Barker, Richard
Farm Experience: Its Importance in a Child's Life.
13p. 1mf. L1 ED 265 958

Baron, Dennis E.
Grammar and Good Taste: Reforming the American Language.
263p. mf. L3 ED 265 546

Barrett, Sally A., Ed.
Mental Health, United States 1985.
233p. 3mf. L1 ED 265 444

Bashook, Philip G.
Educators in the Professions.
24p. 1mf. L1 ED 265 618

Baskin, Linda
Teaching Early Childhood Educators and Other Adults How to Use Computers.
3p. 1mf. L1 ED 265 935

Baughman, David
Attitudes and Student Perceptions: Their Measure and Relationship to Performance in Elementary Algebra, Intermediate Algebra, College Algebra and Technical Mathematics.
23p. 1mf. L1 ED 265 901

Baumann, James F.
Anaphora in Basal Reader Selections: How Frequently Do They Occur?
18p. 1mf. L1 ED 265 514

Bayne, Mina
Study of the Use of the Semantic Webbing Technique to Improve Reading Comprehension of Third and Fourth Graders.
64p. 1mf. L1 ED 265 490

Beard, Jacob B.
Investigation of the Feasibility of Using the Three Parameter IRT Model in Florida's Student Assessment Program.
46p. 1mf. L1 ED 266 153

Beauvais, Kathleen
Sex Equity and Math Achievement: A Summary of Research and Recommendations.
18p. 1mf. L1 ED 266 039

Becker, Samuel L.
Problems of Applying Communication/Behavior Theories to a Program of Smoking Reduction.
22p. 1mf. L1 ED 265 582

Behr, Shirley K.
Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part III.
113p. 2mf. L1 ED 265 703

Bell, Christopher C., Jr.
Explaining the Progressively Decreasing Scores on Comprehensive Tests of Basic Skills (CTBS) of the School Children of the District of Columbia Public Schools as They Progress from Elementary School into High School.
67p. 1mf. L1 ED 266 234

Bench, Varnell A.
Administrator Inservice: Designing, Developing, and Delivering a Unique Institution of Higher Education (IHE), Local Education Agency (LEA), Partnership Program.
16p. 1mf. L1 ED 265 647

Bender, Louis W.
Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
90p. 1mf. L1 ED 265 798

Bennett, Patrick R.
Gikuyu ni Kioigire: A First Course in Kikuyu. 3: Essays, Texts, and Glossaries. Linguistic and Cultural Reference Materials.
492p. 6mf. L1 ED 265 735
Gikuyu ni Kioigire: A First Course in Kikuyu. 2: Aria-i na Aagikuyu: An Introduction to Kikuyu Conversation.
331p. 4mf. L1 ED 265 734
Gikuyu ni Kioigire: A First Course in Kikuyu. 1: Wirute Gikuyu.
359p. 4mf. L1 ED 265 733

Bennett, William J.
Address by the United States Secretary of Education to the Annual Convention of the American Vocational Association.
15p. 1mf. L1 ED 265 411

Benson, Robert T.
V-TECS Guide for Electronics Mechanic.
303p. 4mf. L1 ED 265 371

Bensoussan, Marsha
Aspects of Cohesion and Coherence in Context: Investigating Causes of Difficulty for Israeli University Students Reading Texts in English.
363p. 4mf. L1 ED 265 740

Berardo, Felix M.
On Gold Diggers: Status Gain or Loss in Age Heterogamous Marriages.
24p. 1mf. L1 ED 265 429

Berger, Allen
Disguising the Issues in Education.
7p. 1mf. L1 ED 265 527

Berkey, Arthur
Guide for Meeting Credit and Sequence Requirements in the New York Regents' Action Plan through Supervised Occupational Experience Programs. Bridging the Gap between School and the Workplace.
31p. 1mf. L1 ED 265 399

Besner, D., Ed.
Reading Research: Advances in Theory and Practice. Volume 5.
356p. mf. L3 ED 265 505

Best, Alleyn, Comp.
Directory of Australian Multicultural Films and Videos. A Resource Guide for Community Groups, Teachers, Film-makers, Researchers, Librarians.
140p. 2mf. L2 ED 266 209

Betancourt, Francisco
Puerto Rican Spanish: Linguistic Insecurity.
29p. 1mf. L1 ED 265 738

Bethke, Eunice
Guide to Curriculum Planning: Purpose and Procedures. Bulletin No. 6095.
93p. 1mf. L1 ED 265 666

Biggers, Thompson
Academic and Practical Values of Debating.
17p. 1mf. L1 ED 265 586

Biraimah, Karen
Unequal Knowledge Distribution: The Schooling Experience in a Togolese Secondary School. Occasional Papers Series, Number 9.
60p. 1mf. L2 ED 266 070

Bjorklund, Eskil
Research on Higher Education Program: An Overview. Swedish Research on Higher Education, 1985:8.
45p. 1mf. L1 ED 265 792

Blake, Robert W.
Reading Literature: Integrating Close Reading, Responding, and Writing--A Model for Teaching.
19p. 1mf. L1 ED 265 543

Blank, Arthur E.
Effects of Home Care on the Quality of Circumstances of the Elderly.
30p. 1mf. L1 ED 265 469

Blank, Rolf K.
District and School Policies and Management Practices Leading to Effective Secondary Schools: Preliminary Draft for Non-Intensive Sites.
26p. 1mf. L1 ED 265 619

Blankenship, Mary L.
Kindergarten Children's Perceptions of Classroom Rules.
18p. 1mf. L1 ED 265 939

Blohm, Paul J.
Modifying Commercial Software Yourself to Match Your Reading Instruction.
9p. 1mf. L1 ED 265 495

Blosser, Patricia E., Ed.
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (59th, San Francisco, California, March 28-31, 1986).
193p. 3mf. L1 ED 266 044

Bobbitt, Norma S.
Factors Influencing Parent-Toddler Affiliative Interaction: Implications for Child Care Programming.
16p. 1mf. L1 ED 265 944

Bock, R. Darrell
Technical Description of the Procedures Used in Calculating School-Level Scaled Scores for the "Survey of Basic Skills: Grade 6."
128p. 2mf. L1 ED 266 186

Bogar, Anne
Selected Programs in Other States Relating to Adolescent Pregnancy Prevention. Wisconsin Legislative Council Staff Information Memorandum 85-3.
20p. 1mf. L1 ED 265 466

Borgman, Christine L.
End User Behavior on the Ohio State University Libraries' Online Catalog: A Computer Monitoring Study. Research Report.
41p. 1mf. L1 ED 265 888

Bossone, Richard M., Ed.
School-to-Work Transition: Proceedings of the Conference of the University/Urban Schools National Task Force (7th, Washington, D.C., November 1-2, 1985).
130p. 2mf. L1 ED 266 200

Boswell, Jacquelyn, Ed.
Young Child and Music: Contemporary Principles in Child Development and Music Education. Proceedings of the Music in Early Childhood Conference (Provo, Utah, June 28-30, 1984).
123p. 2mf. L2 ED 265 949

Bourassa, Donna
Evaluation of Life in the Residence Halls at Indiana University from an Ecosystem Perspective: 1985.
22p. 1mf. L1 ED 265 425

Bowen, B. A.
Analyzing the Various Approaches of Plain Language Laws. CDC Technical Report No. 29.
21p. 1mf. L1 ED 265 565

Bowman, Harry L.
Academic Remedial Training: A Language Skills Development Program for U.S. Navy Recruits.
16p. 1mf. L1 ED 265 526
College-Based Research and Services Unit: One Face of Research Consulting in Universities.
12p. 1mf. L1 ED 265 815
Twelve-Month Profile of U. S. Navy Recruits on Reading Comprehension and Educationally Related Characteristics: June, 1984, to May, 1985.
28p. 1mf. L1 ED 265 515

Boyer, Carol M.
State Initiatives to Improve Undergraduate Education: ECS Survey Highlights.
6p. 1mf. L1 ED 265 800

Boyles, Lyle E.
Teamed Approach to Making the Transition to a Middle School.
20p. 1mf. L1 ED 265 634

Bozik, Mary
Use of Student Journals in the Basic Speech Course.
14p. 1mf. L1 ED 265 583

Brace, Diane
Negotiating the Curriculum. Tutors and Students. Coombe Lodge Working Paper. Information Bank Number 1968.
27p. 1mf. L1 ED 265 303

Breland, Hunter M.
Examination of State University and College Admissions Policies. Research Report.
42p. 1mf. L1 ED 265 762

Bremner, Fred
Use of Computer Networks in Data Gathering and Data Analysis.
14p. 1mf. L1 ED 265 883

Briley, Kyle D.
School Desegregation Spurs First Housing Desegregation Gain in Forty Years in Louisville and Jefferson County. Three Decades of Increased Segregation Erased between 1970 and 1980. Staff Report 85-8.
53p. 1mf. L1 ED 266 204

Broome, Benjamin J.
Reconceptualization of Empathy and Its Role in Interpersonal Communication.
33p. 1mf. L1 ED 265 584

Brown, Daniel W.
Prediction of the Long Term Stability of Polyester-Based Recording Media. First Annual Report, June 1982; Second Annual Report, August 1983; Progress Report, December 1984.
131p. 2mf. L1 ED 265 835

Brown, Duane
Theories of Career Development and the Practice Career Counseling: Will They Ever Get Together?
13p. 1mf. L1 ED 265 421

Brubaker, Cliff, Ed.
Technology--A Bridge to Independence. RESNA '85. Proceedings of the Annual Conference on Rehabilitation Technology (8th, Memphis, Tennessee, June 24-28, 1985).
458p. 5mf. L2 ED 265 284

Bruner, Jerome S.
Development of a Transactional Self.
17p. 1mf. L1 ED 265 953

Bufford, Rodger K.
Religion and Wellbeing: Concurrent Validation of the Spiritual Well-Being Scale.
10p. 1mf. L1 ED 266 171

Burnham, Tom
Field Test of a Structured Television Curriculum on the Mathematics Achievement of Incarcerated High School Equivalency Learners.
11p. 1mf. L1 ED 266 040

Burr, Helen Turner
Clinical Aspects of Assessment and Intervention with Resistant Clients.
18p. 1mf. L1 ED 265 450

Burrill, Carol
Sensitive Period Hypothesis: A Review of Literature Regarding Acquisition of a Native-Like Pronunciation in a Second Language.
20p. 1mf. L1 ED 265 745

Burry, James
Documenting Evaluation Use: Guided Evaluation Decisionmaking. Evaluation Productivity Project.
81p. 1mf. L1 ED 266 154
Process for Designing and Implementing a Dual Purpose Evaluation System. CSE Resource Paper No. 7.
40p. 1mf. L1 ED 266 173

Burstein, Leigh
Specificity of Information in Data-Based Decision Making in Schools. Systemic Evaluation Project. Final Report.
43p. 1mf. L1 ED 266 158
Using State Test Data for National Indicators of Education Quality: A Feasibility Study. Final Report.
275p. 3mf. L1 ED 266 156

Burton, Christine B.
Children's Peer Relationships.
3p. 1mf. L1 ED 265 936

Butterfield, Robin A.
Effective Practices in Indian Education. Curriculum Monograph. A Monograph for Using and Developing Culturally Appropriate Curriculum for American Indian Students.
294p. 4mf. L1 ED 266 002

Byrd, Ann Marie
Four Dimensions of Staff Development Activities as Related to Part-Time Community College Instructors' Needs, Awareness, and Levels of Participation.
64p. 1mf. L1 ED 265 890

Byrum, C. Stephen
Hamstringing of Moral Education: Athletic Metaphors and Educational Administration.
19p. 1mf. L1 ED 266 081

Cahalan, Margaret
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. National Survey. Volume I.
298p. 4mf. L1 ED 265 963
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Functioning of the Hearings. Volume IV. Final Volume.
233p. 3mf. L1 ED 265 966
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Structure and Operation of Dispositional Hearings in Selected States. Volume II.
339p. 4mf. L1 ED 265 964

Calhoun, John C.
Making a Difference: Young People in Community Crime Prevention.
143p. 2mf. L2 ED 265 473

Cameron-Jones, M.
Focus on Teaching Project. Final Report.
98p. 2mf. L1 ED 266 128
Researching Profession? The Growth of Classroom Action Research.
10p. 1mf. L1 ED 266 138

Carlson, Helen L.
Preparing Educators to Collaborate: An Evaluation of Three Approaches.
19p. 1mf. L1 ED 266 130

Carlson, Marthena
Formative Evaluation of the Computer-Assisted Learning Pilot Project in Canadian Federal Penitentiary Schools. August 1983-March 1984.
88p. 1mf. L1 ED 265 387

Carlsson, Marianne, Ed.
Evaluation of Experimental Concentration of Studies in Upper Secondary School.
14p. 1mf. L1 ED 266 023

Carnine, Linda
Teaching Basic Reading Skills in Secondary Schools.
44p. 1mf. L1 ED 265 630

Caro, Francis G.
Effects of Home Care on the Quality of Circumstances of the Elderly.
30p. 1mf. L1 ED 265 469

Carrasquillo, Angela
Staff Development: From the Bilingual Schoolroom to Beyond the Walls of the University.
29p. 1mf. L1 ED 265 736

Case, Karl E.
Does Need-Based Student Aid Discourage Saving for College?
28p. 1mf. L2 ED 265 783

Cass, Monte
Job Placement Guide. A Basic Approach to School-Based Job Placement Programs. Third Edition.
144p. 2mf. L1 ED 265 363

Cass, Monte, Comp.
Creative Job Development Strategies.
174p. 2mf. L1 ED 265 364

Castillo, Max
Underrepresentation of Minorities Who Transfer to Baccalaureate Institutions.
12p. 1mf. L1 ED 265 999

Chambers, Patrick
Using the Rods for Structural Grammar.
7p. 1mf. L1 ED 265 747

Chang, Frank Tien-Jin
Vocational Education as an Innovation in the Republic of China--Computerization of School Administration.
28p. 1mf. L1 ED 265 402

Chang, Kathryn L.
Investigation of the Curricular and Occupational Reading Demands of the Plumbing Trade.
187p. 2mf. L1 ED 265 522

Charney, Davida
Redesigning and Testing a Work Order Form. CDC Technical Report No. 28.
38p. 1mf. L1 ED 265 564

Chen, Milton
Gender and Computers: The Beneficial Effects of Experience on Attitudes.
32p. 1mf. L1 ED 265 848
Review of Research on the Educational Potential of 3-2-1 Contact: A Children's TV Series on Science and Technology. A Report for the Children's Television Workshop and the National Science Foundation.
52p. 1mf. L1 ED 265 849

Chiarelott, Leigh
Analyzing Diverse Learning Style Conceptions and Approaches: A Synthesis of Learning Style Informed Education.
22p. 1mf. L1 ED 265 617

Chowdhri, Shaheen
Case Study of a School-Based Change.
32p. 1mf. L1 ED 266 090

Chowdhury, Kowsar P.
Efforts in Universalization of Primary Education: The Case of Bangladesh. Occasional Papers Series, Number 12.
78p. 1mf. L2 ED 266 072

Chung-il, Yun
Manpower Projection and Strategies 1979-'91.
265p. 3mf. L1 ED 265 283

Clancey, William J.
Acquiring, Representing, and Evaluating a Competence Model of Diagnostic Strategy.
97p. 2mf. L1 ED 266 178

Clark, Burton R.
School and the University: What Went Wrong in America. Comparative Higher Education Research Group. Working Paper #8.
47p. 1mf. L1 ED 265 797

Clark, Christopher M.
What Knowledge Is of Most Worth to Teachers? Insights from Studies of Teacher Thinking. Occasional Paper No. 86.
20p. 1mf. L1 ED 266 109

Clark, Marilyn
Worker Dislocation: A Policy Study and Selected References on Worker Dislocation and the Unemployment Process. An Annotated Bibliography.
133p. 2mf. L1 ED 265 386

Clarke, S. C. T.
Identifying the Gifted and Providing for Their Education: An Evaluation of School Based Procedures in the Edmonton Catholic School System. Part II: An Evaluation of the Honors Program in Archbishop MacDonald High School.
103p. 2mf. L1 ED 265 683

Clary, Joan
Cognitive Domain: The Last Frontier. Final Report of the Regional Study Award Project.
14p. 1mf. L1 ED 265 496

Clayton, Lawrence
Impact of Parental Views of the Nature of Humankind upon Child-Rearing Attitudes.
17p. 1mf. L1 ED 265 970

Cobb, R. Brian
Vocational Assessment of the Special Needs Learner: A Special Education Perspective.
24p. 1mf. L1 ED 265 375

Cochran-Smith, Marilyn
Making of a Reader. Language and Learning for Human Service Professions Monograph Series.
277p. mf. L3 ED 265 507

Coffin, Gregory C.
Minimum Computer Knowledge for Elementary Principals.
16p. 1mf. L1 ED 265 616

Cohen, Allan S.
Developing and Administering a State-Wide Speech Placement Testing Program.
11p. 1mf. L1 ED 265 585

Cohen, Larry L.
Honors Programs in the Community College: Reality and Promise.
14p. 1mf. L1 ED 265 906

Cohen, Monte
Learning to Work: Transitioning Youth with Developmental Disabilities.
70p. 1mf. L1 ED 265 691

Colardyn, Danielle
Mental Representation and Problem Solving in Work-Study Students.
16p. 1mf. L1 ED 265 451

Colbert, Kent R.
Academic and Practical Values of Debating.
17p. 1mf. L1 ED 265 586

Cole, Jack
Career Education Program for Exceptional Students: An Implementation Guide.
128p. 2mf. L1 ED 265 352

Cole, Michael
Socio-Cultural Approach to the Study of Re-Mediation.
19p. 1mf. L1 ED 265 955

Collins, Paul D.
Human Capital Formation in the Post Industrial Society.
8p. 1mf. 1 ED 265 365

Collom, Jack
Moving Windows: Evaluating the Poetry Children Write.
180p. mf. L3 ED 265 566

Comadena, Mark E.
Communication Apprehension and Academic Achievement among Elementary and Middle-School Students.
20p. 1mf. L1 ED 265 610

Comer, James P.
Children and Social Networks.
18p. 1mf. L1 ED 265 954

Connolly, Charlene
Teacher Stress--An Ongoing Problem That Needs Attention.
15p. 1mf. L1 ED 266 139

Connolly, Michael P.
Crime and the Hispanic Elderly.
20p. 1mf. L1 ED 265 459

Conrad, Clifton F., Ed.
ASHE Reader on Academic Programs in Colleges and Universities.
393p. mf. L3 ED 265 779

Cook, Ronna
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Functioning of the Hearings. Volume IV. Final Volume.
233p. 3mf. L1 ED 265 966

Cooper, Eugene B.
Job Satisfaction and the Alabama Public School Speech-Language Pathologist.
19p. 1mf. L1 ED 265 602

Copeland, Gary A.
Differences in Perception and Appreciation of "Goodbye, Farewell, and Amen" as a Function of Viewing Context.
17p. 1mf. L1 ED 265 578

Cotterell, Arthur
Fifth Generation Computers: Their Implications for Further Education. An Occasional Paper.
65p. 1mf. L1 ED 265 373

Cotton, Kathleen
Curriculum Alignment: Topic Summary Report. Research on School Effectiveness Project.
14p. 1mf. L1 ED 265 631

Couzzo, Laurie
Training Teachers of the Handicapped through a Competency Based Format to Instruct Motor Skills.
34p. 1mf. L1 ED 265 716

Cox, Mary Ann
Evaluation of the San Joaquin Delta College Basic Skills Program, Spring 1985.
76p. 1mf. L1 ED 265 894

Crane, Jane L.
Salary Comparisons of 1979-80 College Graduates, by Sex in May 1981. Analytic Report.
51p. 1mf. L1 ED 265 812

Crespo, Carmen
Preservation and Restoration of Paper Records and Books: A RAMP Study with Guidelines.
121p. 2mf. L2 ED 265 878

Crew, B. Keith
Dropout and Functional Illiteracy Rates in Central Appalachia. Appalachian Data Bank Report #1.
16p. 1mf. L1 ED 265 997

Croll, Valerie J.
Effects of Training in Story Mapping Procedures on the Reading Comprehension of Poor Readers. Technical Report No. 352.
45p. 1mf. L1 ED 265 524

Crowley, Michael F.
Women and Minorities in Science and Engineering.
257p. 3mf. L1 ED 266 027

Cudmore, Laurinda
Use of Teacher-Judgment Measures in the Identification of Gifted Pupils.
49p. 1mf. L1 ED 265 679

Culler, Katharyn
Racially Integrating College-Preparatory Math Classes--An Evaluation of a University-High School Partnership.
29p. 1mf. L1 ED 266 032

Cuninggim, Merrimon
Selection of Seminary Presidents: An Informal Guide for Trustee Search Committees.
28p. 1mf. L1 ED 265 809

Cunningham, Deborah H.
Strengthening Teaching. A Review of Issues and Programs in New York State.
49p. 1mf. L1 ED 266 123

Curtis, J. R. H.
Program Assessment--A Canadian Example. The British Columbia Institute of Technology. Coombe Lodge Working Paper. Information Bank Number 1720.
115p. 2mf. L1 ED 265 300

Cusick, Theresa
Clash of Ideologies: The Reagan Administration Versus the Women's Educational Equity Act.
5p. 1mf. L2 ED 266 079
New Women's Educational Equity Act: Still Alive and Making a Difference. PEER Policy Paper #3.
4p. 1mf. L2 ED 266 077

Dai, Sheila
Outplacement Counseling.
14p. 1mf. L1 ED 265 431

Dalton, Geraldine R.
Standard Reference Data Publications, 1964-1984. NBS Special Publication 708.
147p. 2mf. L1 ED 265 887

Daniel, Robert S.
What Have We Learned from Instructional Technology?
15p. 1mf. L1 ED 266 080

Davidman, Leonard
Analyzing Diverse Learning Style Conceptions and Approaches: A Synthesis of Learning Style Informed Education.
22p. 1mf. L1 ED 265 617

Davidson, Joel
Oral Language Disorders Program. Language Is a Group Experience.
12p. 1mf. L1 ED 265 676

Davis, Denis
Education and Worker Co-operatives. Some Perspectives of the Australian TAFE Connection.
29p. 1mf. L1 ED 265 296

Davis, Jerry S.
National Association of State Scholarship and Grant Programs. 14th Annual Survey, 1982-83 Academic Year.
258p. 3mf. L1 ED 265 820
National Association of State Scholarship and Grant Programs. 17th Annual Survey Report, 1985-86 Academic Year.
220p. 3mf. L1 ED 265 821

Davis, Stephen F.
General Psychology: Too Much to Give Away.
11p. 1mf. L1 ED 265 773

Dearstyne, Bruce W.
Managing Local Government Records: A Manual for Local Government Officials in New York State.
108p. 2mf. L1 ED 265 875

Deck, Dennis
Reviews of Microcomputer Item Banking Software.
49p. 1mf. L1 ED 266 167

Decker, Barbara Cooper
Aliteracy: What Teachers Can Do to Keep Johnny Reading.
17p. 1mf. L1 ED 265 528

Deem, Rosemary
Excellence, Reform and Equity in Education: An International Perspective. Occasional Papers Series, Number 13.
185p. 2mf. L2 ED 266 073

Dees, Morris S., III
Survey of the Public Perception of Psychology, Psychologists, and Psychiatrists.
14p. 1mf. L1 ED 265 428

Delgado-Contreras, Carmen
Teachers Expectations of Bilingual Children's Achievement.
13p. 1mf. L1 ED 266 117

Denner, Peter R.
Assessing Silent Reading during the Process: An Investigation of the Opin Procedure.
27p. 1mf. L1 ED 265 529

DeVore, Paul W.
Differentiating between Science and Technology.
29p. 1mf. L1 ED 265 407
Education--Technology and Public Policy.
22p. 1mf. L1 ED 265 406
Of Specialists and Generalists.
20p. 1mf. L1 ED 266 009
Preparing the Technology Education Profession for the Future.
37p. 1mf. L1 ED 265 408
Technology and the Goals of Quality Education in Pennsylvania.
61p. 1mf. L1 ED 265 404
Work and Programmable Automation.
22p. 1mf. L1 ED 265 405

Dew, Stephen H.
Library Resources: A Self-Paced Workbook for the University of Arkansas Libraries. Revised .
75p. 1mf. L1 ED 265 874
Technical Writing: Library Resources for Engineers. A Self-Paced Workbook for the University of Arkansas Libraries. Revised.
86p. 1mf. L1 ED 265 882

Diana, Mark S.
Factors Influencing Parent-Toddler Affiliative Interaction: Implications for Child Care Programming.
16p. 1mf. L1 ED 265 944

Dick, John A. R.
University of Texas at El Paso Writing Assessment, Fall 1983: A Report.
173p. 2mf. L1 ED 265 533

Dick, Marlene
Comprehensive Model: Vocational Preparation for Learning Disabled and Behaviorally Disordered Students and Vocational Assessment and Transition Objectives.
98p. 2mf. L1 ED 265 727

Dieterich, Dan
Assessment of Need for Administrative Development on a University Campus: A Report.
37p. 1mf. L1 ED 265 764

Dilling, H. J.
Evaluation of Guidance Services in Scarborough Schools. Internal Evaluation Report No. 6.
310p. 4mf. L1 ED 265 462

Dilworth, Mary E.
Teachers' Totter: A Report on Teacher Certification Issues. Occasional Paper of the Institute for the Study of Educational Policy No. 6.
123p. mf. L3 ED 266 086

Dodson, Diane
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Draft: Legal Issues and State Statutory Survey. Volume III.
256p. 3mf. L1 ED 265 965

Dohnal, Hope
New Perspectives in Administration: Report of an Elementary Principals' Conference.
32p. 1mf. L1 ED 265 623

Dokecki, Paul R.
Use of Mental Health Standards in Child and Adolescent Programs: What Factors Influence Policy Development and Implementation?
31p. 1mf. L1 ED 265 440

Dorman, Rebekah, Ed.
Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.
174p. 2mf. L1 ED 265 982

Dostaler, Ann
Formative Evaluation of the Computer-Assisted Learning Pilot Project in Canadian Federal Penitentiary Schools. August 1983-March 1984.
88p. 1mf. L1 ED 265 387

Dottin, Erskine S.
Teacher Education as a Moral Enterprise: Using the Humanities to Affect the Preparation of Teachers. A Special Initiatives Proposal to Improve the Preparation of Teachers.
22p. 1mf. L1 ED 266 125

Doty, Charles R.
Robotics/Automated Systems Technicians.
9p. 1mf. L1 ED 265 398

Douglass, Malcolm P., Ed.
Writing and Reading across the Curriculum; Proceedings of the Claremont Reading Conference (52nd, Claremont, California, March 22-23, 1985). Forty-Ninth Yearbook.
276p. mf. L3 ED 265 503

Drake, Roger A.
More Optimism About Future Events with Relative Left Hemisphere Activation.
13p. 1mf. L1 ED 265 442

Drennan, Jerry
Impact of Private, Nonpublic Education on the Field of Industrial Teacher Education.
12p. 1mf. L1 ED 265 354

Duchastel, Philippe
Student Attitudes Toward Economics--Development of an Attitude Questionnaire.
19p. 1mf. L1 ED 266 187

Duenk, Lester G.
Are We Really Teaching Occupational Analysis?
28p. 1mf. L1 ED 265 393

Dunbar, Jeffrey B.
Teacher Education and the Liberal Arts. Wingspread Conference of the Associated Colleges of the Midwest Report (October 11-13, 1985).
37p. 1mf. L1 ED 266 124

Dupree, Larry W.
High Risk Situations for Elderly Alcohol Abusers.
19p. 1mf. L1 ED 265 479
Increasing the Social Networks of Isolated Elderly: Treatment and Research Findings.
16p. 1mf. L1 ED 265 480

Dupuis, Mary M., Ed.
Reflections on Teacher Education. Monograph III.
127p. 2mf. L1 ED 266 105

Duvall, Betty
Evaluating the Difficulty of Cursive, Manuscript, Italic and D'Nealian Handwriting.
28p. 1mf. L1 ED 265 539
Evaluation of the Speed and Legibility of Italic Handwriting.
25p. 1mf. L1 ED 265 540
Kindergarten Performance for Reading and Matching Four Styles of Handwriting.
17p. 1mf. L1 ED 265 536

Dyson, Anne Haas
Language Assessment in the Early Years. Language and Learning for Human Service Professions Monograph Series.
263p. mf. L3 ED 265 554

Edelstein, Wolfgang
Rise and Fall of the Social Science Curriculum Project in Iceland, 1974-84: Reflections on Reason and Power in Educational Progress.
61p. 1mf. L1 ED 266 083

Ediger, Marlow
Evaluation of Pupil Achievement.
28p. 1mf. L1 ED 266 150
Issues in the Curriculum.
42p. 1mf. L1 ED 265 928

Edwards, Ethan A.
Teaching Generalizations Using a Computer-Based Drill Strategy.
51p. 1mf. L1 ED 265 847

Ekholm, Bodil
Studies of Day Care Center Climate and Its Effect on Children's Social and Emotional Behavior.
15p. 1mf. L1 ED 265 934

Ekstrom, Ruth B.
Teacher Supply Pipeline: The View from Four States.
18p. 1mf. L1 ED 266 118

Eldersveld, Paul
Attitudes and Student Perceptions: Their Measure and Relationship to Performance in Elementary Algebra, Intermediate Algebra, College Algebra and Technical Mathematics.
23p. 1mf. L1 ED 265 901

Elkins, Mike
Examination of the Relationship between Irrational Beliefs and Communication Apprehension.
15p. 1mf. L1 ED 265 581

Ellett, Chad D.
Evaluating Administrative Components of Program Implementation in the Adaptive Learning Environments Model.
59p. 1mf. L1 ED 266 148

Elliott, Janet
Organisation of Productive Work in Secondary Technical and Vocational Education in the United Kingdom. Studies in Technical and Vocational Education 2.
129p. 2mf. L2 ED 265 288

Ellis, Susanne D.
Graduate Student Survey, 1983-1984 AIP Report.
14p. 1mf. L1 ED 265 758

Elmore, Patricia B.
Effect of the Violation of the Assumption of Independence When Combining Correlation Coefficients in a Meta-Analysis.
22p. 1mf. L1 ED 266 151

Endelman, Ann M.
Functional Ability Rating Scale (FARS): A Community Developed, Behaviorally Based Instrument Designed to Assess a Subject's Capabilities in Seven Areas of Major Life Activity. Technical Manual.
40p. 1mf. L1 ED 266 147

Engler, William H.
New Jersey Community College General Education Regulations.
13p. 1mf. L1 ED 265 905

Engnell, Richard A.
Making Silk Purses Out of Sows Ears: An Overview of the Communication Arts Curriculum at George Fox College.
11p. 1mf. L1 ED 265 580

Enkvist, Nils Erik, Ed.
Coherence and Composition: A Symposium. Papers. (Abo, Finland, March 16-18, 1984).
134p. 2mf. L2 ED 265 537

Ennals, Richard
Fifth Generation Computers: Their Implications for Further Education. An Occasional Paper.
65p. 1mf. L1 ED 265 373

Erickson, Harley E.
Teacher-Written Student Tests: A Guide for Planning, Creating, Administering, and Assessing.
67p. 1mf. L2 ED 266 182

Erickson, Kenneth A.
Former Members Tell...Why They Left the School Board.
36p. 1mf. L1 ED 265 627

Estes, Gary D.
Item Banking for Local Test Development: Practitioner's Handbook.
99p. 2mf. L1 ED 266 166

Estes, Gary D., Ed.
Examples of Item Banks to Support Local Test Development: Two Case Studies With Reactions.
75p. 1mf. L1 ED 266 168

Estes, Nolan
International Study of the Impact of New Information Technologies on Curriculum and Institutional Structures.
46p. 1mf. L1 ED 265 873

Farr, Marcia, Ed.
Advances in Writing Research, Volume One: Children's Early Writing Development. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
349p. mf. L3 ED 265 556

Fay, Karen
School to Work, Transitioning Services in Northern Arizona. A Study of High School and VR Programs for Adolescent Disabled Individuals.
65p. 1mf. L1 ED 265 286

Felsman, J. Kirk
Selected Bibliography on Indochinese Refugees: Children and Adolescents. Amerasian Project, Bibliography #1.
18p. 1mf. L1 ED 265 426

Ferguson, James L.
Cooperation: Key to the Future.
17p. 1mf. L1 ED 265 760

Ferrara, Joseph M.
Expert Systems and Special Education.
16p. 1mf. L1 ED 265 686

Fetter, Elizabeth A.
Needs of Older Employees and Retirees: Task Force Results of the Corporate Volunteerism Council of Minneapolis and St. Paul, Minnesota.
83p. 1mf. L1 ED 265 285

Feurer, Hanny
Speech Acquisition and Archetypes: A Developmental Study of Autistic Young Adults.
28p. 1mf. L1 ED 265 720

Fincher, Cameron
Planning for Quality and Efficiency in Higher Education.
19p. 1mf. L1 ED 265 757

Finkelstein, Martin J., Ed.
ASHE Reader on Faculty and Faculty Issues in Colleges and Universities.
398p. mf. L3 ED 265 780

Fischler, Ira
Interfering with Sentence Comprehension in the Deaf.
8p. 1mf. L1 ED 265 681

Fish, Marjorie
Personnel Characteristics, Job Satisfaction, and Organizational Styles of Television Program Directors Over Market Ranks and Station Sizes.
33p. 1mf. L1 ED 265 579

Foley, Diane B.
Improvement in Grades and Dropout Rates of Apprehensive College Students Who Voluntarily Videotaped Their Speeches.
23p. 1mf. L1 ED 265 609

Foorman, Barbara R.
Effect of Visual and Verbal Strategies on Children's Solutions of Figured Matrices in Japan and the United States.
29p. 1mf. L1 ED 266 194

Ford, David L., Jr.
Faculty Salary Differentials by Race: A Management School Case Study of Suspected Treatment Discrimination.
36p. 1mf. L1 ED 265 753

Ford, Geraldine A.
Study to Determine the Perception of Business Persons on Changing from a Traditional Office to the Electronic Office.
41p. 1mf. L1 ED 265 409

Ford, Jerry D.
Study to Determine the Perception of Business Persons on Changing from a Traditional Office to the Electronic Office.
41p. 1mf. L1 ED 265 409

Fortner, Rosanne W.
Relative Effectiveness of Four Modes of Dissemination of Curriculum Materials.
9p. 1mf. L1 ED 265 612

Frampton, Robert
Use of Teleconferencing to Conduct Interim Business.
35p. 1mf. L1 ED 265 827

Fraser, Barry J.
Improving Science Teacher Education Programs through Inclusion of Research on Classroom Psychosocial Environment.
42p. 1mf. L1 ED 266 011

Freedman, Sarah Warshauer, Ed.
Acquisition of Written Language: Response and Revision. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
294p. mf. L3 ED 265 553

Freeman, Evelyn B., Ed.
Networking: A Case Study and Developmental Model.
79p. 1mf. L1 ED 265 876

Friedman, Alice
Creative Conflict Solving for Kids, Grades 4-9. Second Edition.
80p. 1mf. L2 ED 266 053

Friedman, Lawrence B.
Graphic Climate in History Class: The Perceptions of Seventh and Eleventh Graders.
18p. 1mf. L1 ED 265 518

Friesen, Chuck
One Key LOGO and Hands-On Activity Cards.
121p. 2mf. L2 ED 265 833

Furhoff, Lars, Ed.
New Directions in Journalism Research. A Selection of Papers from the Colloquium on Research in Journalism (Dubrovnik, Yugoslavia, April 1985). Publications Series B.
128p. 2mf. L1 ED 265 538

Futterman, Robert
Training Opportunities Program: Special Edducation Component, 1983-1984. Final Evaluation Report.
81p. 1mf. L1 ED 265 715

Gades, Robert E.
Improving Enrollments in Business Teacher Education Programs.
9p. 1mf. L1 ED 265 395

Galda, Lee, Ed.
Play, Language, and Stories: The Development of Children's Literate Behavior.
188p. mf. L3 ED 265 555

Gale, Robert L.
Nominating Committee. AGB Standing Committee Series.
21p. .1mf. L1 ED 265 808

Gantz, Walter
Parent-Child Communication about Television: A View from the Parent's Perspective.
27p. 1mf. L1 ED 265 840

Gappert, Gary
Theory Z and American Education in an Advanced Industrial Society.
39p. 1mf. L1 ED 265 649

Garnett, Katherine, Ed.
Life Transitions of Learning Disabled Adults: Perspectives from Several Countries. Monograph Number Thirty-Two.
68p. 1mf. L1 ED 265 722

Garnett, Norma A.
Establishing a Primary Level School of Spanish.
19p. 1mf. L1 ED 265 742

Garrett, John Elmore, III
Development and Implementation of a Self-Concept Guidance Program for Severely Language Impaired Students.
46p. 1mf. L1 ED 265 712

Gay, Geraldine
Interaction of Learner Control and Prior Conceptual Understanding in Computer-Assisted Video Instruction.
33p. 1mf. L1 ED 265 845

Gaziano, Cecilie
Neighborhood Newspapers and Neighborhood Leaders: Influences on Agenda Setting and Definitions of Issues.
41p. 1mf. L1 ED 265 570

Genishi, Celia
Language Assessment in the Early Years. Language and Learning for Human Service Professions Monograph Series.
263p. mf. L3 ED 265 554

Gerber, Paul, Ed.
Life Transitions of Learning Disabled Adults: Perspectives from Several Countries. Monograph Number Thirty-Two.
68p. 1mf. L1 ED 265 722

German, Carol
Study of Analogy and Person in Computer Documentation. Preliminary Report.
32p. 1mf. L1 ED 265 837

German, Kathleen M.
Guidelines for Implementing an Honors Program in Communication.
25p. 1mf. L1 ED 265 608

Gibbons, Roger
Implementing Computer Integrated Manufacturing Technician Program.
14p. 1mf. L1 ED 265 394

Gibbs, Sandra E., Comp.
Program to Recognize Excellence in Student Literary Magazines, 1985. Ranked Magazines.
88p. 1mf. L1 ED 265 562

Gleason, Maryellen
Getting a Perspective on Student Evaluation.
5p. 1mf. L1 ED 265 801

Glenn, Hugh W.
Review of Present and Proposed Occupational and Degree Programs Offered by the Saddleback Community College District and the Labor Market in Orange County.
74p. 1mf. L1 ED 265 896

Goble, Corban
Mark Twain's Nemesis: The Paige Compositor.
36p. 1mf. L1 ED 265 544

Goertz, Margaret E.
Teacher Supply Pipeline: The View from Four States.
18p. 1mf. L1 ED 266 118

Goldstein, Cynthia
Radical Press and the Beginning of the Birth Control Movement in the United States.
31p. 1mf. L1 ED 265 559

Gooch, Bill G.
Expanding Professional Horizons: Increasing Professional Opportunities.
12p. 1mf. L1 ED 265 383

Goransson, Kerstin
How Our Understanding of Reality Develops.
57p. 1mf. L1 ED 265 697

Gordon, Hopeton L. A.
Adult and Non-Formal Education in the Third World: A Jamaican Perspective. Monographs on Comparative and Area Studies in Adult Education.
196p. 3mf. L1 ED 265 389

Gotcher, James M.
Who Should Judge CEDA Debate?
21p. 1mf. L1 ED 265 607

Gottfredson, Gary D.
Holland's Theory and Person-Environment Interactions.
18p. 1mf. L1 ED 265 478

Grant, James P.
State of the World's Children, 1986.
99p. 2mf. L1 ED 265 926

Grauer, Stuart
Beyond the Curriculum: Creating the Conditions for Learning.
28p. 1mf. L1 ED 266 181

Graves, Donald
Write from the Start: Tapping Your Child's Natural Writing Ability.
237p. mf. L3 ED 265 569

Graves, Michael P.
Making Silk Purses Out of Sows Ears: An Overview of the Communication Arts Curriculum at George Fox College.
11p. 1mf. L1 ED 265 580

Greenlaw, M. Jean
Literature for Use with Gifted Children.
24p. 1mf. L1 ED 265 721

Griffin, Gary
Clinical Teacher Education Guidelines. Report No. 9071.
371p. 4mf. L1 ED 266 093

Griffin, Teresa B.
Comparative Study on the Effects of Traditional versus Wholistic Physical Fitness Programs.
35p. 1mf. L1 ED 266 129

Griffiths, Jose-Marie
New Directions in Library and Information Science Education. Final Report. Volume 2.12: Library System Supplier Professional Competencies.
59p. 1mf. L1 ED 265 865
New Directions in Library and Information Science Education. Final Report. Volume 2.10: Information Analysis Center Professional Competencies.
75p. 1mf. L1 ED 265 863
New Directions in Library and Information Science Education. Final Report. Volume 2.11: Information Service Company Professional Competencies.
75p. 1mf. L1 ED 265 864
New Directions in Library and Information Science Education. Final Report.
376p. 4mf. L1 ED 265 853
New Directions in Library and Information Science Education. Final Report. Volume 2.5: Database Producer Professional Competencies.
105p. 2mf. L1 ED 265 858
New Directions in Library and Information Science Education. Final Report. Volume 2.3: School Librarian Competencies.
231p. 3mf. L1 ED 265 856
New Directions in Library and Information Science Education. Final Report. Volume 2.7: Information Center/Clearinghouse Professional Competencies.
142p. 2mf. L1 ED 265 860
New Directions in Library and Information Science Education. Final Report. Volume 2.8: Records and Information Manager Competencies.
25p. 1mf. L1 ED 265 861
New Directions in Library and Information Science Education. Final Report. Volume 2.9: Archivist/Museum Professional Competencies.
75p. 1mf. L1 ED 265 862
New Directions in Library and Information Science Education. Final Report. Volume 2.4: Special Librarian Competencies.
219p. 3mf. L1 ED 265 857
New Directions in Library and Information Science Education. Final Report. Volume 2.6: Database Distributor/Service Professional Competencies.
24p. 1mf. L1 ED 265 859
New Directions in Library and Information Science Education. Final Report. Volume 2.2: Public Librarian Competencies.
222p. 3mf. L1 ED 265 855
New Directions in Library and Information Science Education. Final Report. Volume 2.1: Academic Librarian Competencies.
229p. 3mf. L1 ED 265 854

Griggs, Shirley A.
Counseling College Students through Their Individual Learning Styles.
109p. 2mf. L1 ED 265 455
Counseling Students through Their Individual Learning Styles.
140p. 2mf. L1 ED 265 452

Grimes, Jeff, Ed.
Psychological Approaches to Problems of Children and Adolescents. Volume II.
432p. 5mf. L1 ED 265 456

Gross, Bertram
Global Unemployment: Challenge to Futurists.
26p. 1mf. L1 ED 266 084

Grubb, W. Norton
Far, Far To Go: Public Spending for Children and Youth in Texas. Special Project Report.
71p. 1mf. L2 ED 266 211

Guthrie, John
Case Studies of Reading in a High Technology Corporation. Reading Competencies and Practices. Technical Report #2.
58p. 1mf. L1 ED 265 509
Profiles of Reading Activity in a Community. Reading Competencies and Practices. Technical Report #4.
27p. 1mf. L1 ED 265 511
Prose Comprehension and Text Search as a Function of Reading Volume. Reading Competencies and Practices. Technical Report #3.
52p. 1mf. L1 ED 265 510
Reading Practices of Adults in One High Technology Company. Reading Competencies and Practices. Technical Report #6.
102p. 2mf. L1 ED 265 512
Relationships among Competencies and Practices of Reading. Reading Competencies and Practices. Technical Report #7. Final Report.
172p. 2mf. L1 ED 265 513

Haas, Christina
Pen and Paper vs. the Machine: Writers Composing in Hard Copy and Computer Conditions. CDC Technical Report No. 16.
16p. 1mf. L1 ED 265 563

Hagen, Gerald W.
Creation of an Alternative High School in the West Fargo School District--An Analysis.
36p. 1mf. L1 ED 265 291

Haley, Virginia
Redesigning and Expanding the Lower School Parent Volunteer Program to Increase Participation and Participant Satisfaction.
177p. 2mf. L1 ED 265 924

Hall, Robert N., Ed.
Directory of Graduate Programs in the Communication Arts and Sciences, 1986-1987. Ninth Edition .
315p. mf. L3 ED 265 577

Halpern, Sydney Ann
Professional Schools in the American University. Comparative Higher Education Research Group. Working Paper #6.
48p. 1mf. L1 ED 265 795

Hamlin, Barbara B.
Make More Time for Laughter in a Preschool Setting.
100p. 2mf. L1 ED 265 971

Hanson, C. T.
Competing in Host School Tournaments.
12p. 1mf. L1 ED 265 606

Harber, Jay
Community Intergroup Conflict Resolution Guide.
36p. 1mf. L1 ED 266 198

Harding, Martin L.
Profiles of Enrollments and Origin of Students at Washington Public Four-Year Institutions of Higher Education for Fall Term, 1983.
25p. 1mf. L1 ED 265 782

Haring, Norris
Investigating the Problem of Skill Generalization. 3rd Edition. With Literature Reviews.
129p. 2mf. L1 ED 265 695

Harnisch, Delwyn L.
Investigation of the Factors Associated with Effective Public High Schools.
29p. 1mf. L1 ED 265 633

Harris, Ron, Ed.
Montana Cooperative Education Handbook.
137p. 2mf. L1 ED 265 370

Hayes, John R.
Pen and Paper vs. the Machine: Writers Composing in Hard Copy and Computer Conditions. CDC Technical Report No. 16.
16p. 1mf. L1 ED 265 563

Haynes, W. Lance
O-I-C: An Orality-Based Procedure for Teaching Interactive Communication in the Basic Course.
18p. 1mf. L1 ED 265 596

Hedin, Anna
Studies of Day Care Center Climate and Its Effect on Children's Social and Emotional Behavior.
15p. 1mf. L1 ED 265 934

Hedley, Carolyn N., Ed.
Contexts of Reading. Advances in Discourse Processes Series. Volume XVIII.
207p. mf. L3 ED 265 506

Heflinger, Craig Anne
Use of Mental Health Standards in Child and Adolescent Programs: What Factors Influence Policy Development and Implementation?
31p. 1mf. L1 ED 265 440

Heiman, Marcia
Critical Thinking Skills. Analysis and Action Series.
49p. 1mf. L2 ED 265 501

Heiserman, Russell L.
Microcomputer Troubleshooting Training.
17p. 1mf. L1 ED 265 396

Helgeson, Stanley L., Ed.
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (59th, San Francisco, California, March 28-31, 1986).
193p. 3mf. L1 ED 266 044

Hemanus, Pertti, Ed.
New Directions in Journalism Research. A Selection of Papers from the Colloquium on Research in Journalism (Dubrovnik, Yugoslavia, April 1985). Publications Series B.
128p. 2mf. L1 ED 265 538

Henderson, Karla, Comp.
"Better Camping for All" through Research. Proceedings of the Annual Meeting of the Camping Research Section of the American Camping Association (Atlanta, Georgia, March 13, 1985).
20p. 1mf. L1 ED 265 978

Hendrix, Laborn J.
Residential Carpentry.
1147p. 12mf. L2 ED 265 418

Herman, Joan
Test Design Manual: Guidelines for Developing Diagnostic Tests. Diagnostic Testing Project.
99p. 2mf. L1 ED 266 159

Hernandez, Nelda
Perceptions of Women and Men in Counselor Education About Writing for Publication.
15p. 1mf. L1 ED 265 445

Hess, Robert D.
Cultural Variations in Family Beliefs about Children's Performance in Mathematics: Comparisons among the People's Republic of China, Chinese-American, and Caucasian-American Families.
46p. 1mf. L1 ED 265 962

Hetrick, Haydee
Profile of the Woman Engineer, 1984.
14p. mf. L3 ED 266 021

Hill, Michael
Developing and Implementing a Program of Employer and Job Needs Assessment.
51p. 1mf. L1 ED 265 366

Hill, Roger
Clear de Road. A Virgin Islands History Textbook.
209p. 3mf. L1 ED 266 055

Hillocks, George, Jr.
Research on Written Composition: New Directions for Teaching.
380p. 4mf. L1 ED 265 552

Hills, John R.
Investigation of the Feasibility of Using the Three-Parameter Model for Florida's Statewide Assessment Tests.
63p. 1mf. L1 ED 266 152

Investigation of the Feasibility of Using the Three Parameter IRT Model in Florida's Student Assessment Program.
46p. 1mf. L1 ED 266 153

Hoegl, Juergen K.
Educational Standards, Accountability, and Student Assessment: Legal and Administrative Considerations for Competency Testing.
75p. 1mf. L1 ED 265 648

Hoffman, James V.
Beginning Teachers and Changes in Self-Perceived Sources of Influence on Classroom Teaching Practices. Report No. 9067.
22p. 1mf. L1 ED 266 095

Hoffman, James V., Ed.
Effective Teaching of Reading: Research and Practice.
315p. 4mf. L1 ED 265 504

Hofmeister, Alan M.
Designing Videodisc-Based Courseware for the High School.
26p. 1mf. L1 ED 265 844
Expert Systems and Special Education.
16p. 1mf. L1 ED 265 686

Hoge, Robert D.
Use of Teacher-Judgment Measures in the Identification of Gifted Pupils.
49p. 1mf. L1 ED 265 679

Hogrebe, Mark C.
Effects of High and Low Relevant Text Underlining on Test Performance.
20p. 1mf. L1 ED 265 520

Holden, George W.
Studying Parental Decision Making with Micro-Computers: The CPSI Technique.
15p. 1mf. L1 ED 266 184

Hollenback, Kathryn
Education and Employment. A Handbook to Promote Sex Equity.
73p. 1mf. L1 ED 265 385

Hollinger, Judith A.
Guia Legal para Ciudadanos Envejeciente: Leyes y Programas Afectando los Ciudadanos Envejeciente de Kansas. (Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens).
101p. 2mf. L1 ED 265 987

Hollinger, Judith A., Ed.
Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens.
64p. 1mf. L1 ED 265 986

Holmstrom, Engin Inel
Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64.
53p. 1mf. L1 ED 265 776
Recent Changes in Teacher Education Programs. Higher Education

Panel Report Number 67.
44p. 1mf. L1 ED 266 126

Hood, John F.
Microcomputers in Schools, 1984-85. A Comprehensive Survey and Analysis.
130p. 2mf. L1 ED 265 822

Hoover, John J.
Requirements for Preparing Regular Class Elementary Teachers for Education of Exceptional Children.
14p. 1mf. L1 ED 265 674

Houpt, Ann
Academic Advising in the Community College.
16p. 1mf. L1 ED 265 904

Howard, Marilyn
Using Oral-Motor Cues to Develop Phonemic Awareness in Kindergarten.
14p. 1mf. L1 ED 265 517

Huling-Austin, Leslie
Strategies for Improving Teacher Education. MTIP Satellite Network Conference Proceedings (Austin, Texas, November 1-2, 1984; Austin, Texas, April 22-23, 1985).
68p. 1mf. L1 ED 266 094

Humler, John
Applied Industrial Electronics: Power Control and Electronic Troubleshooting.
319p. 4mf. L2 ED 265 417

Humphreys, Betsy L.
Preservation of the Biomedical Literature: A Plan for the National Library of Medicine.
131p. 2mf. L2 ED 265 879

Hunter, Scott
General Biology Syllabus.
82p. 1mf. L1 ED 266 008

Huntley, Joan Sustik
Evaluation of a Computer-Controlled Videodisc Program To Teach Pediatric Neuromotor Assessment. Revised.
42p. 1mf. L1 ED 265 852

Hurwitz, Dick
Computers in the Gym: Friends and Assistants.
21p. 1mf. L1 ED 265 846

Hutchins, Sally, Ed.
ACCT Trustee Quarterly; Volume 9, Numbers 1-4, 1984-1985.
144p. 2mf. L1 ED 265 915

Idol-Maestas, Lorna
Effects of Training in Story Mapping Procedures on the Reading Comprehension of Poor Readers. Technical Report No. 352.
45p. 1mf. L1 ED 265 524
Group Story Mapping: A Comprehension Strategy for Both Skilled and Unskilled Readers. Technical Report No. 363.

36p. 1mf. L1 ED 265 525

Imhoff, Robert
From Theory to Reality: Simplified Approach to Staff Training and Management.
19p. 1mf. L1 ED 265 438
Suicide Management Plan--Post Suicide Response.
23p. 1mf. L1 ED 265 437

Ireland, Lee Wilson
Identifying and Handling Stress in Secondary Education.
29p. 1mf. L1 ED 266 091

Ireland, Rayma Reed
Identifying and Handling Stress in Secondary Education.
29p. 1mf. L1 ED 266 091

Isaacs, Elizabeth
Effects of Early vs. Late Cerebral Lesions on Verbal Learning and Memory in Children.
9p. 1mf. L1 ED 265 677

Isaacson, Barbara
Bridges to Successful Reading (Reading Skills Lessons for Transitioning LEP Students) and Final Report.
123p. 2mf. L2 ED 265 413

Jacklin, Carol Nagy
Gender Segregation in Nursery School: Predictors and Outcomes.
21p. 1mf. L1 ED 265 968

Jackson, Linda A.
Self Concept and Gender Role: An Open-Ended Inquiry.
16p. 1mf. L1 ED 265 484

James, Michael A.
Teamed Approach to Making the Transition to a Middle School.
20p. 1mf. L1 ED 265 634

Jason, Leonard A.
Facilitating Collaboration between the Clergy and Self-Help.
27p. 1mf. L1 ED 265 432

Jaworski, Anne Porter
When Curriculum Does Not Match Readiness.
8p. 1mf. L1 ED 265 947

Jecklin, Mary Jean
Needs of Older Employees and Retirees: Task Force Results of the Corporate Volunteerism Council of Minneapolis and St. Paul, Minnesota.
83p. 1mf. L1 ED 265 285

Jeffery, Peter L.
Utilization of "Set: Research Information for Teachers" in Selected Educational Institutions.
154p. 2mf. L1 ED 266 185

Jenkins, Mercilee M.
Guidelines for Cross-Cultural Communication between Students and Faculty.
22p. 1mf. L1 ED 265 595

Joels, Rosie Webb
Follow-up Study of Selected Graduates from the College of Education, University of Central Florida: A Preliminary Report (#85-1).
31p. 1mf. L2 ED 266 087

Johnson, Colleen Leahy
Marital Instability and the Changing Kinship Networks of Grandparents.
22p. 1mf. L1 ED 265 443

Johnson, Diane E., Ed.
California Conference on Networking. Proceedings (Pomona, California, September 19-22, 1985).
157p. 2mf. L1 ED 265 867

Johnson, Suzanne Bennett
Adjusting to Childhood Diabetes.
9p. 1mf. L1 ED 265 433

Jolley, Jeanne Swafford
Investigation: Self-Esteem and Female Elementary School Teachers.
56p. 1mf. L1 ED 266 113

Jones Eric D.
Verbal Math Problem Solving: What the Research on Instruction Tells Us.
39p. 1mf. L1 ED 265 719

Jones, Douglas H.
Asymptotic Properties of Induced Maximum Likelihood Estimates of Nonlinear Models for Item Response Variables: The Finite-Generic-Item-Pool Case.
42p. 1mf. L1 ED 266 177

Jones, J. Reid
Differential Stress Levels in Primary Versus Secondary Classrooms.
26p. 1mf. L1 ED 266 098

Jones, Nancy Baker
Ida Husted Harper and the Leslie Bureau of Suffrage Education.
27p. 1mf. L1 ED 265 548

Jones, Renai
Development of Speech Workshops and Videotape Library to Train Teachers and Parents of Exceptional Infants and Preschoolers.
155p. 2mf. L1 ED 265 713

Jones, Scott
Illinois, An Educational Step Backward.
11p. 1mf. L1 ED 265 985

Joseph, Daniel P.
Effects of Augmented Verbal Information Feedback in the Motor Skill Learning of Totally Blind Subjects Fourteen to Twenty-one Years of Age.
16p. 1mf. L1 ED 266 112

Joseph, Earl C.
Global High-Tech Economy Futures in the Information Age.
18p. 1mf. L1 ED 266 060

Kane, Diane
Effect of Response Widening and Response Narrowing on IQ and Problem Solving.
13p. 1mf. L1 ED 265 976

Karadima, Oscar
Faculty Activity Analysis in the Universidad Tecnica Del Estado Campuses.
475p. 5mf. L1 ED 265 765

Kassebaum, Peter
Psychological Anthropology: A Modular Approach. Cultural Anthropology.
16p. 1mf. L2 ED 265 916

Kasten, Margaret L., Ed.
Investigations in Mathematics Education. Volume 18, Number 4.
73p. 1mf. L1 ED 266 031

Katz, Lilian G.
Nature of Professions: Where Is Early Childhood Education?
38p. 1mf. L1 ED 265 948

Kedney, R. J.
Liverpool Education Authority Further Education Management Audit Studies: 1984-85. Student Enrolments: Forecasting Trends. Coombe Lodge Working Paper. Information Bank Number 2037.
30p. 1mf. L1 ED 265 307

Keeker, Susan M.
Recreation Therapy: Implications for the Ventilator Assisted Child.
16p. 1mf. L1 ED 265 704

Keene, Melvin
Beginning Secondary School Teacher's Guide. Some Problems and Suggested Solutions.
256p. mf. L3 ED 266 103

Keirnes, Barbara
Former Members Tell...Why They Left the School Board.
36p. 1mf. L1 ED 265 627

Kelly, Eugene W.
Curriculum Power: Thinking Futuristically, Acting Realistically.
22p. 1mf. L1 ED 266 056

Kelly, Gail P.
"When I Become a Fonctionnaire": School Knowledge in French Colonial Africa, 1918-1938. Occasional Papers Series, Number 11.
84p. 1mf. L2 ED 266 071

Kelly, Maureen E.
Personal Interview as a Data Collection Technique.
15p. 1mf. L1 ED 265 381

Kendall-Tackett, Kathleen A.
Effects of Intraprogram Synopses on Children's Comprehension of Television Programming and Commercials.
19p. 1mf. L1 ED 265 975

Kendall, Janet Ross

English Reading Skills of Kindergarten and Grade One French Immersion Students and Response.
61p. 1mf. L2 ED 265 531

Kennedy, Robert L.
Higher Education's Economic Impact in Arkansas.
14p. 1mf. L1 ED 265 761

Kerr, Norman J.
Twelve-Month Profile of U. S. Navy Recruits on Reading Comprehension and Educationally Related Characteristics: June, 1984, to May, 1985.
28p. 1mf. L1 ED 265 515

Kilpela, Raymond
Statistical Review of Turnover among Library School Faculty Members, 1960-1984.
33p. 1mf. L1 ED 265 881

Kim, Hak Soo
South Korea's Communications Research: State-of-the-Art Paradigms.
26p. 1mf. L1 ED 265 575

King, Alexander
Science, Technology and the Quality of Life.
11p. 1mf. L1 ED 266 076

King, Donald W.
New Directions in Library and Information Science Education. Final Report.
376p. 4mf. L1 ED 265 853

King, James R.
Quality Assessments of Prospective Teachers: Surveys of Previous and Present Practices. College Reading and Learning Assistance Technical Report 85-11.
40p. 1mf. L1 ED 266 133

Kinney, Martha A.
Strategic Abilities of Above Average and Average High School Students: A Function of Text Conditions.
28p. 1mf. L1 ED 265 519

Kirsch, Irwin
Case Studies of Reading in a High Technology Corporation. Reading Competencies and Practices. Technical Report #2.
58p. 1mf. L1 ED 265 509
Prose Comprehension and Text Search as a Function of Reading Volume. Reading Competencies and Practices. Technical Report #3.
52p. 1mf. L1 ED 265 510
Reading Practices of Adults in One High Technology Company. Reading Competencies and Practices. Technical Report #6.
102p. 2mf. L1 ED 265 512

Kischke, Martina I.
Children, Kitchen and Computer: Women--Torn between Family and Job. Developments in the Federal Republic of Germany. Social Report.
28p. 1mf. L1 ED 266 052

Kitao, Kenji, Ed.
Teaching English in Japan.
13p. 1mf. L1 ED 265 741

Klauer, Elizabeth
Teaching Strategies in Algebra: The Effectiveness of Relating and Sequencing Algebraic Concepts.
14p. 1mf. L1 ED 266 007

Klein, Amelia J.
Children's Humor: A Cognitive-Developmental Perspective.
45p. 1mf. L1 ED 265 937

Klein, Thomas W.
Architecture as a Metaphor for Development of Culturally Adapted Minority Education Programs. Final Report of the Regional Study Award Project.
12p. 1mf. L1 ED 266 176

Klier, Betje
International Study of the Impact of New Information Technologies on Curriculum and Institutional Structures.
46p. 1mf. L1 ED 265 873

Knapper, Christopher
Instructional Development for Distance Education.
6p. 1mf. L1 ED 265 638
Lifelong Learning and Distance Education.
11p. 1mf. L1 ED 265 637

Knight, James A.
Building a Positive School Climate.
7p. 1mf. L1 ED 265 663
Developing Public Confidence in Schools.
14p. 1mf. L1 ED 265 664

Koester, Jolene
Profile of the U.S. Student Abroad.
68p. 1mf. L1 ED 265 737

Kolzow, Lee C.
Study of Academic Progress by Students at Harper after Enrolling in Developmental Courses, Volume 14, No. 9.
36p. 1mf. L1 ED 265 914

Korkmaziar, Umran
Field Articulation: A Review of the Literature.
11p. 1mf. L1 ED 265 725

Korthagen, Fred A. J.
Reflective Thinking as a Basis for Teacher Education.
14p. 1mf. L1 ED 266 102

Kosslyn, Stephen M.
Sequential Processes in Image Generation: An Objective Measure. Technical Report #6.
68p. 1mf. L1 ED 266 188
Visual Hemispheric Specialization: A Computational Theory. Technical Report #7.
84p. 1mf. L1 ED 266 190

Kozak, Lola Jean
Hospital Use by Children in the United States and Canada. Comparative International Vital and Health Statistics Reports.
76p. 1mf. L1 ED 265 474

Kreigh, Helen, Ed.
Star Spangled Summer: 1986 Wisconsin Summer Library Program Manual. Bulletin No. 6257.
229p. 3mf. L1 ED 265 500

Krouse, James P.
Verbal Math Problem Solving: What the Research on Instruction Tells Us.
39p. 1mf. L1 ED 265 719

Kudless, Joseph C.
Faculty Evaluation at the Community College.
12p. 1mf. L1 ED 265 910

Kylen, Gunnar
Aids--Intellectual Aids: A Conceptual Investigation.
13p. 1mf. L1 ED 265 699
Intellect and Intellectual Handicaps.
43p. 1mf. L1 ED 265 698

Lakes, Richard D.
Historical Inquiry in Vocational Education.
24p. 1mf. L1 ED 265 353

Lampert, Magdalene
What Knowledge Is of Most Worth to Teachers? Insights from Studies of Teacher Thinking. Occasional Paper No. 86.
20p. 1mf. L1 ED 266 109

Lane, Melissa J.
Women and Minorities in Science and Engineering.
257p. 3mf. L1 ED 266 027

Langan, A. Bud
Educational Training in a Pre-Release Correctional Center/A Collaborative Model.
14p. 1mf. L1 ED 265 391

Lanham, Frank W.
Meaning of School Accounts: A Self-Instructional Text. 4th Edition.
119p. 2mf. L1 ED 265 622

Lanigan, Richard L.
Can An American Do Semiotic Phenomenology?
19p. 1mf. L1 ED 265 594

Larson, Mary Strom
Teaching Production Courses: A Survey of Course Content and Structure.
12p. 1mf. L1 ED 265 593

Larson, R. Alexandra
Action Plan for Children: New Jersey. Recommendations of the Governor's Committee on Children's Services Planning.
186p. 2mf. L1 ED 265 930

Laurence, Dan H.
Shaw, Books, and Libraries. Bibliographical Monograph Series No. 9.
29p. 1mf. L2 ED 265 535

Laureys, Kenneth R., Comp.
Directory of Programs Serving Children and Adults with Autism. Fifth Edition--1985.
28p. 1mf. L2 ED 265 690

Law, Dale A.
Extension Advisers' Perceptions of Their Jobs and Their Need for Additional Training in Relation to Duties and Demographic Characteristics.
21p. 1mf. L1 ED 265 382

Lawrence, Marianne, Ed.
In-Service Teacher Education: A Key to Excellence in Vocational Education. Proceedings of a National Conference (Washington, D.C., April 10, 1985).
82p. 1mf. L1 ED 265 410

Lazzari, Marcie
Title IX Gender Equity Profile, 1984-85. Boulder Valley School District.
116p. 2mf. L1 ED 266 085

Lee, Lynda N.
Remedial Math at the College Level: A Pilot Study.
10p. 1mf. L1 ED 266 022

Lee, Marjorie W.
Making Child Development Relevant for All Children: Implications for Teacher Education.
19p. 1mf. L1 ED 265 929

Leggio, Pamela J.
Handbook for Teachers of Haitian Students in New Jersey.
135p. 2mf. L1 ED 266 227

Lehman, Paul R.
Class of 2001: Coping with the Computer Bandwagon. Words of Note Series.
18p. 1mf. L2 ED 266 069

Lester, Paula E.
Teacher Job Satisfaction: A Perspective.
25p. 1mf. L1 ED 266 142

Leung, Esther K.
Information from Special Education Teachers for Improvement in Teacher Education Programs.
23p. 1mf. L1 ED 266 116

Lewicki, Kathleen
Alternative Methods to Practicum Grading.
9p. 1mf. L1 ED 265 605

Lewis, Maryfrances
Children, Get a Headstart on the Road to Good Nutrition.
728p. 8mf. L1 ED 265 950

Lewis, Merrilee R.
Performance of San Joaquin Delta College Freshmen Students in Reading, Writing and Math by Ethnicity, High School Status and Age.
14p. 1mf. L1 ED 265 895

Lewis, Michael
Modifiability of Maternal Language Use and Its Effect on Delayed Child Language Acquisition.
21p. 1mf. L1 ED 265 680

Link, Frances R., Ed.
Essays on the Intellect.
154p. 2mf. L2 ED 266 131

Lintz, M. N.
Results of a Project to Improve Proficiency Scores in Selected Ninth Grades, 1984-85 School Year. First-Year Evaluation Report: Knoxville City Schools (KCS).
28p. 1mf. L1 ED 265 620

Litowitz, Bonnie E.
Context and Continuity: Changing Perspectives on Children.
18p. 1mf. L1 ED 265 952
New Directions in Studying Children. Speeches from the Conference of the Erikson Institute (Chicago, Illinois, April 29-30, 1983).
72p. 1mf. L1 ED 265 951

Little, Deborah
Adventure Games in the Reading Curriculum: Problems and Potential.
22p. 1mf. L1 ED 265 491

Litton, Bill
Introduction to Auto Body. Vocational Trade and Industrial Education.
683p. 8mf. L2 ED 265 419

Locke, Lawrence F.
Qualitative Research in the Gymnasium: Old Problems and New Responses.
23p. 1mf. L1 ED 266 115
Research and the Improvement of Teaching: The Professor as the Problem.
58p. 1mf. L1 ED 266 114

London, Samuel B.
Career Education Program for Exceptional Students: An Implementation Guide.
128p. 2mf. L1 ED 265 352

Low, John
Vietnam in the Classroom: Fact, Fiction and Truth.
10p. 1mf. L1 ED 265 912

Lucas, John A.
Profile and Evaluation of Women's Program (1983) and Impact of Project Turning Point (Displaced Homemakers Program--1979-1981). Volume XIV, No. 5.
74p. 1mf. L1 ED 265 913

Lucas, Sam
Study of Student Career Choices in Three High Schools of the Upper Cumberland Region of Middle Tennessee.
17p. 1mf. L1 ED 265 403

Lukes, John A.
Technical Report on the Prospective Student Inquiry Data File and Information System at California State University, Chico.
25p. 1mf. L1 ED 265 826

Lumsden, Bruce
Technology and Distance Education.
7p. 1mf. L1 ED 265 639

Lynch, Edward
Making the Transition in Technology, Training, and Education.
24p. 1mf. L1 ED 265 289

Lyytinen, Paula
Rules in Child Language.
12p. 1mf. L1 ED 265 739

Maccoby, Eleanor E.
Gender Segregation in Nursery School: Predictors and Outcomes.
21p. 1mf. L1 ED 265 968

MacDonald, Gary W.
Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Two/Three. First Interim Report.
106p. 2mf. L1 ED 265 869

MacGregor, Nancy, Ed.
Competency and Art Education. A Critique.
51p. 1mf. L2 ED 266 068

MacGregor, S. Kim
Research Issues in Computer-Assisted Learning Environments.
18p. 1mf. L1 ED 265 823

Mackintosh, Barry
National Parks: Shaping the System.
115p. 2mf. L1 ED 266 013

Maehr, Martin L.
Motivation and School Achievement.
45p. 1mf. L1 ED 265 938

Mageean, Pauline
Selection to Pre-Employment Trades Based Courses. Working Paper 5.
78p. 1mf. L1 ED 265 298

Mageean, Pauline, Ed.
Issues in TAFE.
243p. 3mf. L1 ED 265 295

Mahaffy, John
Cognitive Domain: The Last Frontier. Final Report of the Regional Study Award Project.
14p. 1mf. L1 ED 265 496

Maiden, Robert
Attitudes Toward Death Across the Life Span.

19p. 1mf. L1 ED 265 449

Majsterek, David
Alternative Assessment Techniques for High Risk Preschoolers.
14p. 1mf. L1 ED 265 684
Is Your District Considering a Preschool Special Education Program?
10p. 1mf. L1 ED 265 685
Micro-CAI in Education: Some Considerations.
24p. 1mf. L1 ED 265 843
Words: A Microcomputer Program for Teaching and Testing Students' Sight Word Vocabulary.
17p. 1mf. L1 ED 265 842

Maley, Donald
Implementing Technology Education in America's Schools.
13p. 1mf. L1 ED 265 380

Manno, Bruno V.
Those Who Would Be Catholic School Principals: Their Recruitment, Preparation, and Evaluation.
40p. 1mf. L1 ED 265 658

Marchand, Lois C.
Assessing Cognitive Levels in the Classroom. Final Report.
238p. 3mf. L1 ED 266 033

Marinaccio, James
Attrition at Community Colleges.
11p. 1mf. L1 ED 265 908

Marklund, Inger, Ed.
Discovery Learning and Cognitive Development--The UKU Project.
14p. 1mf. L1 ED 265 920
Evaluation of Experimental Concentration of Studies in Upper Secondary School.
14p. 1mf. L1 ED 266 023

Marsh, D. T.
Belief Systems: The Effective Management of Self-Esteem by Internalizing Programmes from Assertion and Awareness Training. Management Development: Personal Growth through Intra-Personal Skills. Coombe Lodge Working Paper. Information Bank Number 2048.
12p. 1mf. L1 ED 265 489
Counselling Model for Managers in Further and Higher Education. Coombe Lodge Working Paper. Information Bank Number 1737.
9p. 1mf. L1 ED 265 486
Intra-Personal Skills: A Conceptual Model. Intra-Personal Skills Series. Coombe Lodge Working Paper. Information Bank Number 2047.
8p. 1mf. L1 ED 265 488
Marginal Performance--A TA Model for Counselling and Appraising. Coombe Lodge Working Paper. Information Bank Number 1752.
8p. 1mf. L1 ED 265 487
Mid-Career Plateau: A Note on Coping with Demotivated Staff. Coombe Lodge Working Paper. Information Bank Number 1706.
12p. 1mf. L1 ED 265 299

Provision of Post-Secondary Education and Vocational Training in the Province of Alberta, Canada. Coombe Lodge Working Paper. Information Bank Number 2034.
36p. 1mf. L1 ED 265 306
Vocational Training and Education in Alberta. Coombe Lodge Case Study. Information Bank Number 2003.
30p. 1mf. L1 ED 265 304
Vocational Training in the USSR. Coombe Lodge Working Paper. Information Bank Number 2023.
36p. 1mf. L1 ED 265 305

Marshall, Linda L.
Gender Differences: Effects of Stress on Expressed and Received Abuse.
17p. 1mf. L1 ED 265 483

Marso, Ronald N.
Influences of Personal and Academic Characteristics on Beginning Teacher Education Students' Attitudes, Concerns, and Anxieties Toward Teaching.
24p. 1mf. L1 ED 266 140

Martin, Beverly Barber
Implementation of Strategies to Improve the Creative Behaviors of Prospective Preschool Teachers.
82p. 1mf. L1 ED 265 972

Martin, Margaret
Building Adaptable Basic Skills Models: Strategies for Surviving in the 80s.
21p. 1mf. L1 ED 265 919

Marty, Phillip J.
Smokeless Tobacco: Attitudes and Practices in a Sample of Preservice Teachers.
16p. 1mf. L1 ED 266 135

Mason, Jana M.
Kindergarten Reading: A Proposal for a Problem-Solving Approach. Technical Report No. 345.
38p. 1mf. L1 ED 265 492

Matsdorf, Eva
Effects of Integrated Settings vs. Segregated Settings on the Adaptive Behavior of Mentally Retarded Children: A Review of the Literature.
12p. 1mf. L1 ED 265 700

Mayer, Victor J.
Relative Effectiveness of Four Modes of Dissemination of Curriculum Materials.
9p. 1mf. L1 ED 265 612

McAdoo, Harriette Pipes, Ed.
Black Children. Social, Educational, and Parental Environments.
293p. mf. L3 ED 266 235

McAdoo, John Lewis, Ed.
Black Children. Social, Educational, and Parental Environments.
293p. mf. L3 ED 266 235
McArthur, David L.
Applied Studies in Computerized Diagnostic Testing: Implications for Practice. Diagnostic Testing Project.
22p. 1mf. L1 ED 266 157
McCarthy, Eileen
Hospital Use by Children in the United States and Canada. Comparative International Vital and Health Statistics Reports.
76p. 1mf. L1 ED 265 474
McCauley, Elfrieda, Ed.
New England. Reading for Young People.
194p. mf. L3 ED 265 499
McClam, Tricia
Volunteer Motivations and Rewards: Shaping Future Programs.
12p. 1mf. L1 ED 265 481
McCombs, Gillian M.
Catalog Maintenance Online in ARL Libraries. SPEC Kit 119.
134p. 2mf. L2 ED 265 868
McCormack, Alan
Study of Scientific Conceptions and Attitudes Toward Science of Prospective Elementary Teachers: A Research Report.
21p. 1mf. L1 ED 266 024
McCoy, Claire Elaine
Communicative Relevancies of Instrument Flight; A Technologically Contingent World.
9p. 1mf. L1 ED 265 592
McCroskey, James C.
Affinity-Seeking of Classroom Teachers.
16p. 1mf. L1 ED 265 603
Willingness to Communicate: The Construct and Its Measurement.
11p. 1mf. L1 ED 265 604
McCroskey, Linda L.
Affinity-Seeking of Classroom Teachers.
16p. 1mf. L1 ED 265 603
McDermott, Robert J.
Smokeless Tobacco: Attitudes and Practices in a Sample of Preservice Teachers.
16p. 1mf. L1 ED 266 135
McDowell, Earl E.
Assessment Study of the Communication Reticence of High School Students.
27p. 1mf. L1 ED 265 591
McElroy, Patricia
Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University.
137p. 2mf. L1 ED 265 902
Entrance Testing at Community Colleges.
14p. 1mf. L1 ED 265 903
McFadden, Emily Jean
Preventing Abuse in Family Foster Care. Instructor's Manual.
299p. 4mf. L2 ED 265 940
McGee, Leo, Comp.
Education of the Black Adult in the United States: An Annotated Bibliography.
122p. mf. L3 ED 266 233
McGee, Shawn L.
Communication Skills in Business and Industry.
6p. 1mf. L1 ED 265 590
McGuinness, Aims C., Jr.
State Initiatives to Improve Undergraduate Education: ECS Survey Highlights.
6p. 1mf. L1 ED 265 800
McIntosh, Margaret E.
Literature for Use with Gifted Children.
24p. 1mf. L1 ED 265 721
McKeachie, W. J.
Instructional Evaluation: Current Issues and Future Directions.
11p. 1mf. L1 ED 265 641
McKenzie, Floretta Dukes
Leadership: The Critical Variable.
10p. 1mf. L1 ED 265 621
McManus, Jack
Developing Instructional Applications at the Secondary Level. The Computer as a Tool.
50p. 1mf. L1 ED 265 850
McMurlyn, Clifford
Developing and Implementing a Program of Employer and Job Needs Assessment.
51p. 1mf. L1 ED 265 366
McNamara, Robert S.
Challenges for Sub-Saharan Africa. Sir John Crawford Memorial Lecture (1st, Washington, DC, November 1, 1985).
49p. 1mf. L1 ED 266 061
McPherson, Michael S.
Does Need-Based Student Aid Discourage Saving for College?
28p. 1mf. L2 ED 265 783
Mecca, Thomas V.
Policy Analysis and Simulation System for Educational Institutions.
13p. 1mf. L1 ED 265 632
Melnick, Curtis C., Ed.
5 R's Dean's Grant Second Year Monograph. 1980-82.
149p. 2mf. L1 ED 265 701
Meyen, Edward L., Ed.
Mental Retardation: Topics of Today--Issues of Tomorrow.
119p. 2mf. L2 ED 265 687
Meyer, Calvin F.
V-TECS Guide for Electronics Mechanic.
303p. 4mf. L1 ED 265 371
Meyer, Genevieve Rogge
Strategies for Coping with Stress and Chronic Pain.
11p. 1mf. L1 ED 265 467
Meyerson, Martin
Training's Policies: Public and Private Reinforcement for the American Economy. Final Report. The Impact of Public Policy on Education and Training in the Private Sector.
91p. 1mf. L1 ED 265 377
Training's Practices: Education and Training within the American Firm.
246p. 3mf. L1 ED 265 378
Miguel, Richard J.
Knowledge Development and Utilization: Getting Employability Research into Public Use.
55p. 1mf. L1 ED 265 414
Miguel, Richard J., Ed.
Collaboration in Education and Employment: What It Takes To Make It Work. Annual Policy Forum Proceedings (Columbus, Ohio, October 29-31, 1985).
100p. 2mf. L1 ED 265 415
Miles, M.
Children with Disabilities in Ordinary Schools: An Action Study of Non-Designed Educational Integration in Pakistan.
88p. 1mf. L1 ED 265 711
Miller, Gail
Bridges to Successful Reading (Reading Skills Lessons for Transitioning LEP Students) and Final Report.
123p. 2mf. L2 ED 265 413
Miller, Howard J.
Information-Related Problems of Statewide Management Information Systems.
41p. 1mf. L1 ED 265 871
Miller, Jon D.
Public Attitudes toward Education Spending: The Role of Attentiveness to Local Schools.
18p. 1mf. L1 ED 265 657
Miller, Patrick W.
Teacher-Written Student Tests: A Guide for Planning, Creating, Administering, and Assessing.
67p. 1mf. L2 ED 266 182
Miller, Timothy E.
Priority of Continuing Education Courses: Rigor or Marketing.
8p. 1mf. L1 ED 265 290
Ming, Marilyn
Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Two/Three. First Interim Report.
106p. 2mf. L1 ED 265 869
Mislevy, Robert J.
Technical Description of the Procedures Used in Calculating School-Level Scaled Scores for the "Survey of Basic Skills: Grade 6."
128p. 2mf. L1 ED 266 186
Moles, Ollie
Legal Issues in Educational Order: Principals' Perceptions of School Discipline Policies and Practices.
14p. 1mf. L1 ED 265 653
Moore, Arnold J.
Managing Students' Progress through Teacher Education Program.
10p. 1mf. L1 ED 266 092
Moore, Gwendolyn B.
Identifying Advanced Technologies for Education's Future.
19p. 1mf. L1 ED 265 643
Moore, Michael
Self Directed Learning and Distance Education. ZIFF Papiere 48.
37p. 1mf. L1 ED 265 825
Morrow, Rick
Applied Industrial Electronics: Power Control and Electronic Troubleshooting.
319p. 4mf. L2 ED 265 417
Mountney, Peter, Ed.
Issues in TAFE.
243p. 3mf. L1 ED 265 295
Mulhern, John D.
Challenge of Reform in Teacher Education: An Historical Perspective of Program Changes in Teacher Education at the University of South Carolina, 1982-84.
16p. 1mf. L1 ED 266 106
Muller, Josef, Comp.
Radio for Literacy. A Reader on the Use of Radio in Literacy Programmes. For Use in Workshops of the German Foundation for International Development. Workshop Series.
413p. 5mf. L1 ED 265 372
Nagarkatte, Shailaja U.
Nonstandard Analysis and Its Place in Undergraduate Education.
15p. 1mf. L1 ED 266 041
Nasstrom, Roy R.
Non-Faculty Coaches in Small High Schools.
27p. 1mf. L1 ED 265 667
Navaratnam, K. K.
Using Cost-Benefit Analysis to Determine Profitability of Secondary Vocational Programs.
23p. 1mf. L1 ED 265 384
Nelson, Steven R.
Effective Practices in Indian Education. Administation Monograph. A Monograph on Effective School Administration Practices in Indian Education.
158p. 2mf. L1 ED 266 001
Neppl, Roger E.
Colorado and Excellence in Education.
16p. 1mf. L1 ED 265 642
Nespoli, Lawrence A.
Improvement of Occupational Education in Maryland. A Progress Report, Fiscal Year 1985.
23p. 1mf. L1 ED 265 900
Neufeldt, Harvey G., Comp.
Education of the Black Adult in the United States: An Annotated Bibliography.
122p. mf. L3 ED 266 233
Newman, Frank
Higher Education and the American Resurgence. A Carnegie Foundation Special Report.
282p. 3mf. L2 ED 265 759
Ng, Seok Moi
Implementation Strategies for an Integrative Approach to Teaching Reading and Language.
25p. 1mf. L1 ED 265 743
Nist, Sherrie L.
Effects of High and Low Relevant Text Underlining on Test Performance.
20p. 1mf. L1 ED 265 520
Nolen, Patricia
Diagnostic and Prescriptive Skills of Teachers and Related Specialists.
26p. 1mf. L1 ED 265 502
Nugent, Susan Monroe, Ed.
Developing Audience Awareness.
60p. 1mf. L1 ED 265 551
Nyberg, V. R.
Identifying the Gifted and Providing for Their Education: An Evaluation of School Based Procedures in the Edmonton Catholic School System. Part II: An Evaluation of the Honors Program in Archbishop MacDonald High School.
103p. 2mf. L1 ED 265 683
O'Connell, Joanne
School to Work, Transitioning Services in Northern Arizona. A Study of High School and VR Programs for Adolescent Disabled Individuals.
65p. 1mf. L1 ED 265 286
O'Keefe, Edward J.
Multimodal Self-Management for Children: An Holistic Program for Teachers.
16p. 1mf. L1 ED 265 441
O'Neal, Sharon F.
Beginning Teachers and Changes in Self-Perceived Sources of Influence on Classroom Teaching Practices. Report No. 9067.
22p. 1mf. L1 ED 266 095
O'Neil, Harold F.
Assessing Instructional Outcomes.
68p. 1mf. L1 ED 266 175
O'Neil, Jean F.
Making a Difference: Young People in Community Crime Prevention.
143p. 2mf. L2 ED 265 473
Olson, Clark D.
Topicality 1 and Topicality 2: A Quest for True Meaning.
22p. 1mf. L1 ED 265 573
Olson, Karen
Vietnam in the Classroom: Fact, Fiction and Truth.
10p. 1mf. L1 ED 265 912
Ostertag, Bruce A.
Services for Learning Disabled Adults in California's Community Colleges.
31p. 1mf. L1 ED 265 892
Owan, Tom Choken, Ed.
Southeast Asian Mental Health: Treatment, Prevention, Services, Training and Research.
557p. 6mf. L1 ED 266 199
Oxford-Carpenter, Rebecca L.
Theory-Based Approach to Reading Assessment in the Army. Technical Report 625.
28p. 1mf. L1 ED 265 494
Pace, C. Robert
Credibility of Student Self-Reports.
64p. 1mf. L1 ED 266 174
Pacheco, Sylvia
Focus on Navajo Tribal Government.
26p. 1mf. L1 ED 265 992
Page, Stewart
On Gender Roles and Perception of Maladjustment.
22p. 1mf. L1 ED 265 482
Paige, John C.
Civilian Conservation Corps and the National Park Service, 1933-1942: An Administrative History.
293p. 4mf. L1 ED 266 012
Papalia, Anthony S.
Outplacement Counseling.
14p. 1mf. L1 ED 265 431
Pardeck, Jean A.
Using Bibliotherapy to Help Children Adjust to Changing Role Models.
14p. 1mf. L1 ED 265 946
Pardeck, John T.
Using Bibliotherapy to Help Children Adjust to Changing Role Models.
14p. 1mf. L1 ED 265 946
Park, Frieda
Job Placement Guide. A Basic Approach to School-Based Job Placement Programs. Third Edition.
144p. 2mf. L1 ED 265 363
Park, Frieda, Comp.
Creative Job Development Strategies.
174p. 2mf. L1 ED 265 364
Parker, Thomas G., Jr.
Religion and Wellbeing: Concurrent Validation of the Spiritual Well-Being Scale.
10p. 1mf. L1 ED 266 171
Parkinson, Kevin
Articulation of TAFE Middle-Level and Higher Education Courses in Australia.
267p. 3mf. L1 ED 265 297
Partridge, Susan
Neuro-Linguistic Programming: A Discussion of Why and How.
10p. 1mf. L1 ED 265 925
Patton, Ruth Volz, Ed.
In-Service Teacher Education: A Key to Excellence in Vocational Education. Proceedings of a National Conference (Washington, D.C., April 10, 1985).
82p. 1mf. L1 ED 265 410
Paul, Richard W.
Critical Thinking and Educational Reform; The Emerging Revolution.
23p. 1mf. L1 ED 266 058
Payzant, Thomas W.
Superintendent's September Observations.
26p. 1mf. L1 ED 265 626
Peach, Larry E.
State-Wide Study of Financial Issues Affecting Tennessee Public Schools.
12p. 1mf. L1 ED 265 613
Peacock, Colin
Success in Writing: A Classroom Study with Slower Learning Pupils in Three Scottish Secondary Schools. (S3/S4).
223p. 3mf. L1 ED 265 561
Pehrsson, Robert S.
Assessing Silent Reading during the Process: An Investigation of the Opin Procedure.
27p. 1mf. L1 ED 265 529
Pellegrini, Anthony D., Ed.
Play, Language, and Stories: The Development of Children's Literate Behavior.
188p. mf. L3 ED 265 555
Pepper, Floy C.
Effective Practices in Indian Education. Administation Monograph. A Monograph on Effective School Administration Practices in Indian Education.
158p. 2mf. L1 ED 266 001
Effective Practices in Indian Education. Teacher's Monograph.
382p. 4mf. L1 ED 266 000
Perabo, George W.
Complex Challenge of Professional Development: Current Trends and Future Opportunities.
41p. 1mf. L1 ED 265 911
Perry, V. Y-Tessa
Teachers' Totter: A Report on Teacher Certification Issues. Occasional Paper of the Institute for the Study of Educational Policy No. 6.
123p. mf. L3 ED 266 086
Peters, Lori J.
Suicide: Theory, Identification, and Counseling Strategies. Searchlight Plus: Relevant Resources in High Interest Areas.
162p. 2mf. L1 ED 265 464
Petersen, Bruce T., Ed.
Convergences: Transactions in Reading and Writing.
274p. 3mf. L1 ED 265 568
Peterson, Lee T., Ed.
Networking: A Case Study and Developmental Model.
79p. 1mf. L1 ED 265 876
Petrovich, Janice
Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64.
53p. 1mf. L1 ED 265 776
Petruk, Milton W.
Microcomputers in Alberta Schools--1985. A Final Report on the Results of a Resource Survey of Alberta Schools.
73p. 1mf. L1 ED 265 834
Pettaway, Addie E.
Africatown, U.S.A. Some Aspects of Folklife and Material Culture of an Historic Landscape.
38p. 1mf. L1 ED 266 217
Pettross, Allison
Working with Patients from Other Cultures: Recent References for the Health Professional.
25p. 1mf. L1 ED 266 231
Phelps, Lynn A.
Using Research as a Guide for Teaching Interpersonal Communication Competencies.
18p. 1mf. L1 ED 265 576
Phillips, Don I.
Multi-Faceted Strategy for Improving Science and Math Education in North Carolina.
15p. 1mf. L1 ED 266 026
Phillips, Kathleen R.
Educational Disadvantages of Junior High and High School Migrant Students in Wisconsin. Part One of a Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
15p. 1mf. L1 ED 266 005
Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
70p. 1mf. L1 ED 266 004
Pierce, Greg E.
Forging New Challenges in Curriculum.
14p. 1mf. L1 ED 265 420
Pigge, Fred L.
Influences of Personal and Academic Characteristics on Beginning Teacher Education Students' Attitudes, Concerns, and Anxieties Toward Teaching.
24p. 1mf. L1 ED 266 140
Pilain, Mary Ann Calkins, Comp.
Policy, Planning and Management in Technical and Vocational Education. A Comparative Study. Trends and Issues in Technical and Vocational Education 3.
150p. 2mf. L2 ED 265 287
Pinkett, Kathleen E. L.
Preschool Attendance and Type of Experience in Advantaged Children: Long-Term Effects by Third Grade.
26p. 1mf. L1 ED 265 942
Pinkston, Elsie M.
Family Caregivers and Burden: A Developmental Perspective.
18p. 1mf. L1 ED 265 439
Piper, Terry
Tale of Two Learners.
43p. 1mf. L1 ED 265 957
Plake, Barbara S.
Assessment of Positive Sex-Role Characteristics.
18p. 1mf. L1 ED 265 476
Polishook, Irwin H., Ed.
School-to-Work Transition: Proceedings of the Conference of the University/Urban Schools National Task Force (7th, Washington, D.C., November 1-2, 1985).
130p. 2mf. L1 ED 266 200
Politzer, Robert M.
Impact of Foreign-Trained Doctors on the Supply of Physicians.
137p. 2mf. L1 ED 265 785
Popel, George
Requiring Microcomputers in Community Colleges.
9p. 1mf. L1 ED 265 907
Power, Michael A.
Measures of Word Frequency as Predictors of English Root Word Knowledge.
17p. 1mf. L1 ED 265 516
Powers, Stephen
Attributional Profiles of Japanese-American and Anglo-American University Students.
19p. 1mf. L1 ED 265 817
Price, Gary E.
Counseling College Students through Their Individual Learning Styles.
109p. 2mf. L1 ED 265 455
Prick, Leo G. M.
Career Development and Satisfaction among Secondary School Teachers.
140p. 2mf. L1 ED 266 119
Prickett, Mercer
Job Satisfaction and the Alabama Public School Speech-Language Pathologist.
19p. 1mf. L1 ED 265 602
Priddy J. Michael
Helplessness, Pseudohelplessness and Psychotherapy.
28p. 1mf. L1 ED 265 424
Prince-Embury, Sandra
Risk Assessment: An Examination of Assumptions.
22p. 1mf. L1 ED 266 059
Quay, Richard H.
Research in Higher Education: A Guide to Source Bibliographies. Second Edition.
133p. mf. L3 ED 265 793
Ramage, Pat
Retrospective Conversion Manual: University Library Recon Project.
55p. 1mf. L1 ED 265 880
Rankin, Eric D.
Family Caregivers and Burden: A Developmental Perspective.
18p. 1mf. L1 ED 265 439
Rasmuson, Todd J.
Competitive Atmosphere: Its Effects on Forensic Speeches.
16p. 1mf. L1 ED 265 589
Ratcliff, James L.
Electronic Networking as an Avenue of Enhanced Professional Interchange.
10p. 1mf. L1 ED 265 851
Reddick, Thomas L.
State-Wide Study of Financial Issues Affecting Tennessee Public Schools.
12p. 1mf. L1 ED 265 613
Reder, Lynne M.
Role of Elaborations in Learning a Skill from an Instructional Text: Further Findings.
63p. 1mf. L1 ED 265 824
Strategy-Selection in Question-Answering.
90p. 1mf. L1 ED 266 179
Reed, Arthea, Ed.
ALAN Review. Winter 1986.
56p. 1mf. L1 ED 265 567
Reeher, Kenneth R.
National Association of State Scholarship and Grant Programs. 14th Annual Survey, 1982-83 Academic Year.
258p. 3mf. L1 ED 265 820
National Association of State Scholarship and Grant Programs. 17th Annual Survey Report, 1985-86 Academic Year.
220p. 3mf. L1 ED 265 821
Reeve, Robert A.
Effect of Task Purpose on the Study Behaviors and Recall of Young Children. Technical Report No. 346.
38p. 1mf. L1 ED 265 493
Reigstad, Thomas J., Ed.
Ethnography and the English Classroom.
36p. 1mf. L2 ED 265 550
Renko, E. William
Evolution of a Diagnostic Teacher: A Reflective Analysis.
21p. 1mf. L1 ED 266 141
Reynolds, Christina L.
Coaching Strategies in Contest Rhetorical Criticism.
17p. 1mf. L1 ED 265 588
Reynolds, Michael M.
Guide to Theses and Dissertations: An International Bibliography of Bibliographies. Revised and Enlarged Edition.
264p. mf. L3 ED 265 777
Rice, Mabel L.
Microcomputer Analysis of Children's Language Samples.
39p. 1mf. L1 ED 265 678
Richards, Nancy
Long Term Effects of Social Skills Training in Elevating Overall Academic Grade Point Average, School Attendance, Health Level, and Resistance to Drug Use and Peer Pressure.
21p. 1mf. L1 ED 265 435
Richardson, Richard C., Jr.
Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
90p. 1mf. L1 ED 265 798
Riffel, J. Anthony
Development of Education in Fairford: A Community Manual.
58p. 1mf. L1 ED 266 003
Riggs, Kathy M.
HCI-IFU: Infant Follow-Up Services Offered by the Tennessee Department of Health and Environment.
19p. 1mf. L1 ED 265 941
Riley, Stephanie Mueller
When Curriculum Does Not Match Readiness.
8p. 1mf. L1 ED 265 947
Rittenmeyer, Dennis C.
School Reform: Can It Succeed?
9p. 1mf. L1 ED 266 136
Rodriguez-Fraticelli, Carlos, Comp.
Guide to Puerto Rican Studies in Institutions of Higher Education in the United States, 1985-1986.
140p. 2mf. L2 ED 266 220
Roger, Angela
Success in Writing: A Classroom Study with Slower Learning Pupils in Three Scottish Secondary Schools. (S3/S4).
223p. 3mf. L1 ED 265 561
Rollo, Karen, Ed.
Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.
174p. 2mf. L1 ED 265 982
Roodin, Paul A.
Qualitative Dimensions of Social Cognition in Adulthood.
16p. 1mf. L1 ED 265 477
Rorro, Gilda L
Handbook for Teachers of Haitian Students in New Jersey.
135p. 2mf. L1 ED 266 227
Rose, Patricia
Gender Differences: Effects of Stress on Expressed and Received Abuse.
17p. 1mf. L1 ED 265 483
Rosenkoetter, Sharon E.
Microcomputer Analysis of Children's Language Samples.
39p. 1mf. L1 ED 265 678
Rosenthal, James A.
Child Abuse and Neglect: Reporting in Colorado Fiscal Years 1977 to 1984.
37p. 1mf. L2 ED 265 465
Royster, Sharon
Suicide Management Plan--Post Suicide Response.
23p. 1mf. L1 ED 265 437
Rubendall, Robert L., Jr.
Tort Liability and Risk Management in Adventure Education.
25p. 1mf. L1 ED 265 998
Rudolph, Terry L.
Functional Ability Rating Scale (FARS): A Community Developed, Behaviorally Based Instrument Designed to Assess a Subject's Capabilities in Seven Areas of Major Life Activity. Technical Manual.
40p. 1mf. L1 ED 266 147
Rule, Ann
Teaching Strategies in Algebra: The Effectiveness of Relating and Sequencing Algebraic Concepts.
14p. 1mf. L1 ED 266 007
Ruscio, Kenneth P.
Many Sectors, Many Professions. Comparative Higher Education Research Group. Working Paper #7.
69p. 1mf. L1 ED 265 796
Russell, James S.
Linking the Behaviors and Activities of Secondary School Principals to School Effectiveness: A Technical Report. Final Report.
72p. 1mf. L1 ED 265 654
Russell, Russ
Institutional Background for the Transition from School to Working Life in the FRG. Coombe Lodge Working Paper. Information Bank Number 1881.
22p. 1mf. L1 ED 265 301
Ryder, Henry D.
Complex Challenge of Professional Development: Current Trends and Future Opportunities.
41p. 1mf. L1 ED 265 911
Safian-Rush, Donna
Is the Authoritarian Trait in Mental Health Workers a Significant Predictor Variable of Patient Assault?
69p. 1mf. L2 ED 265 460
Sage, Jewel Ross
Clear de Road: A Manual for Teachers to Accompany a Virgin Islands History Textbook of the Same Name on Virgin Islands History for Fourth Grade.
136p. 2mf. L1 ED 266 054
Salganik, Laura H.
Schools under Pressure: The External Environment and Recent Organizational Reforms.
36p. 1mf. L1 ED 265 636
Salomon, Gavriel
Information Technologies: What You See Is Not (Always) What You Get. Revised.
35p. 1mf. L1 ED 265 872
Samejima, Fumiko
Comparison of the Estimated Item Parameters of Shiba's Word/Phrase Comprehension Tests Obtained by Logist 5 and Those by the Tetrachoric Method.
470p. 5mf. L1 ED 266 192
Sampson, Michael
Leadership in Reading Instruction.
19p. 1mf. L1 ED 265 497
Sanders, Linda M.
Married and Single Parents' Views of Grandparents: A Content Analysis.
24p. 1mf. L1 ED 265 447
Sanders, William
Teacher Stress--An Ongoing Problem That Needs Attention.
15p. 1mf. L1 ED 266 139
Sanford, Julie P.
Academic Tasks and Research in Science Teaching.
17p. 1mf. L1 ED 266 010
Santora, Joseph
Community Colleges and Industry: Rationale for a Relationship.
13p. 1mf. L1 ED 265 909
Sauerwein, Joan C.
Standard Reference Data Publications, 1964-1984. NBS Special Publication 708.
147p. 2mf. L1 ED 265 887
Saur, Pamela S.
Teaching Rereading and Rewriting to "Basic Writers."
18p. 1mf. L1 ED 265 542
Savage, Leslie R.
Aircraft Electrical Systems Specialist (AFSC 42350), Volumes 1-3, and Change Supplement, Volume 3.
338p. 4mf. L1 ED 265 361
Savard, William G.
Curriculum Alignment: Topic Summary Report. Research on School Effectiveness Project.
14p. 1mf. L1 ED 265 631
Saylor, Cindy
Activities for Immersion. Proceedings of the 1983 Summer Immersion Workshop for Foreign Language Teachers Sponsored by the South Carolina State Department of Education.
43p. 1mf. L1 ED 265 746
Saylor, Lucinda
Indochinese Refugees: An Administrator's Handbook.
40p. 1mf. L1 ED 266 210
Schallenkamp, Kay
Priority of Continuing Education Courses: Rigor or Marketing.
8p. 1mf. L1 ED 265 290
Schlossman, Steven
Delinquency Prevention in South Chicago. A Fifty-Year Assessment of the Chicago Area Project.
55p. 1mf. L2 ED 266 195
Schmidt, Fran
Creative Conflict Solving for Kids, Grades 4-9. Second Edition.
80p. 1mf. L2 ED 266 053
Schmidt, W. H. O.
Human Development: The Early Years.
45p. 1mf. L1 ED 265 960

Schnobrich, Janice
Implementation of a Program of Prosocial Behavior in an Inner City Kindergarten Classroom.
58p. 1mf. L1 ED 265 973

Schobel, Deborah A.
Hospice Concept: Health Occupation 305.
46p. 1mf. L1 ED 265 891

Schonfeld, Lawrence
High Risk Situations for Elderly Alcohol Abusers.
19p. 1mf. L1 ED 265 479
Increasing the Social Networks of Isolated Elderly: Treatment and Research Findings.
16p. 1mf. L1 ED 265 480

Schroeder, William
Survey of Attitudes Toward the Russell-Tyler Pairing.
98p. 2mf. L1 ED 265 989

Schultz-Shiner, Linda J.
Theory-Based Approach to Reading Assessment in the Army. Technical Report 625.
28p. 1mf. L1 ED 265 494

Schwartz, Yvette K.
Undergraduates as Adult Communicators: A Life Skills Model for Curriculum Change.
13p. 1mf. L2 ED 265 601

Scinto, Leonard F. M.
Written Language and Psychological Development.
191p. mf. L3 ED 265 557

Seager, G. Bradley, Jr.
Evolution of a Diagnostic Teacher: A Reflective Analysis.
21p. 1mf. L1 ED 266 141

Sealey, D. Bruce
Development of Education in Fairford: A Community Manual.
58p. 1mf. L1 ED 266 003

Sealey, Robert D.
Declining Enrollments.
35p. 1mf. L1 ED 265 624

Segan, Frances
Staff Development: From the Bilingual Schoolroom to Beyond the Walls of the University.
29p. 1mf. L1 ED 265 736

Seifert, Mary
Profiles of Reading Activity in a Community. Reading Competencies and Practices. Technical Report #4.
27p. 1mf. L1 ED 265 511

Selby, Kayda
Maine Dissemination Capacity Building Project: The Information Exchange. Final Report.
39p. 1mf. L1 ED 265 662

Settlemier, Ken
Searching for a Prophet: The Naive State of Education as a Science.
27p. 1mf. L1 ED 265 628

Shackleton, Jenny
Converting Working into Learning. An Appraisal of an LEA Foundation Year Training Scheme.
86p. 1mf. L1 ED 265 [illegible]92

Shaker, Paul
Applying the Sociobiological Synthesis to Education.
20p. 1mf. L1 ED 265 650

Shanker, Albert
Call for Professionalism.
16p. 1mf. L1 ED 266 101
Critical Thinking and Education Reform.
59p. 1mf. L1 ED 265 614

Sharpton, James
Introduction to Auto Body. Vocational Trade and Industrial Education.
683p. 8mf. L2 ED 265 419

Shavelson, Richard J.
"Successful" Teachers' Patterns of Microcomputer-Based Mathematics and Science Instruction. A RAND Note.
262p. 3mf. L2 ED 265 838
Teaching Mathematics and Science: Patterns of Microcomputer Use.
50p. 1mf. L2 ED 266 036

Shonrock, Diana D.
Continuing Education for the Personnel of Small Public Libraries: Program Development at the Iowa State University Library and Its Public Services Course. Iowa State University Library Series in Continuing Education, no. 2.
20p. 1mf. L1 ED 265 885

Shugert, Diane P., Ed.
Drama in the Classroom: What Now?
91p. 1mf. L1 ED 265 547
Nonfiction.
106p. 2mf. L1 ED 265 560

Shulman, Judith
From Veteran Parent to Novice Teacher: A Case Study of a Student Teacher.
40p. 1mf. L1 ED 266 111

Siegel, Martin A.
Teaching Generalizations Using a Computer-Based Drill Strategy.
51p. 1mf. L1 ED 265 847

Silin, Jonathan G.
Early Childhood Educator's Knowledge Base: A Reconsideration.
29p. 1mf. L1 ED 265 974

Simmons, Joanne M.
Exploring the Relationship between Research & Practice: The Impact of Assuming the Role of Action Researcher in One's Own Classroom.
26p. 1mf. L1 ED 266 110

Simon, Julian L.
How Do Immigrants Affect Us Economically?
120p. 2mf. L1 ED 266 197

Singh, Kusum
Global Unemployment: Challenge to Futurists.
26p. 1mf. L1 ED 266 084

Sipp, Patricia B., Ed.
Group Care/Adoption Practice Manual: Guidelines for Adoptive Planning for Children in Group Care.
142p. 2mf. L2 ED 265 923

Sirotnik, Ken
Social vs. Clinical Perspectives on the Use of Information: Implications for School-based Information Systems. Systemic Evaluation Project.
33p. 1mf. L1 ED 266 155

Slomianko, Joshua
Critical Thinking Skills. Analysis and Action Series.
49p. 1mf. L2 ED 265 501

Smilowitz, Michael
Using Research as a Guide for Teaching Interpersonal Communication Competencies.
18p. 1mf. L1 ED 265 576

Smith, David H.
Teaching Doctor-Patient Interviewing in Physical Diagnosis.
45p. 1mf. L1 ED 265 574

Smith, Manuel J.
Long Term Effects of Social Skills Training in Elevating Overall Academic Grade Point Average, School Attendance, Health Level, and Resistance to Drug Use and Peer Pressure.
21p. 1mf. L1 ED 265 435

Smith, Robert W.
Most Significant Rhetorical Work in French Is: L'Abbe Joseph Cyprien Nadal's "Dictionnaire d'Eloquence Sacree" (Paris: Migne, 1851).
22p. 1mf. L1 ED 265 600

Snow, Charles W.
Which Is Better for Young Children - Family Day Care or Center Care?
36p. 1mf. L1 ED 265 932

Sobsey, Dick
Interactive Evaluation of Educational Programs Serving Students with Severe Disabilities.
16p. 1mf. L1 ED 265 694

Soderston, Candace
Study of Analogy and Person in Computer Documentation. Preliminary Report.
32p. 1mf. L1 ED 265 837

Solomon, Janet Stern
Re-employment for Dislocated Workers: The Jobs Training Partnership Act Experience in Maryland.
31p. 1mf. L1 ED 265 374

Sorenson, Larry Dean
Decision Making of Public School Superintendents: The Involvement of Subordinates and Others.
57p. 1mf. L1 ED 265 615

Spear, Paul S.
Effects of Intraprogram Synopses on Children's Comprehension of Television Programming and Commercials.
19p. 1mf. L1 ED 265 975

Spencer, Donald S.
Master's Degree in Transition.
6p. 1mf. L1 ED 265 799

Speth, Carol A.
Assessment of Positive Sex-Role Characteristics.
18p. 1mf. L1 ED 265 476

Spiwak, Rand S.
Financial Management: Cash Management Practices in Florida Community Colleges.
105p. 2mf. L1 ED 265 893

Squire, James R.
Current Crisis in Literary Education.
11p. 1mf. L1 ED 265 572

Starrett, Richard A.
Correlates of Home Health Care Services Use among the Elderly.
17p. 1mf. L1 ED 265 457
Cuban Elderly and Their Service Utilization Behavior.
24p. 1mf. L1 ED 265 458
Support System of the Hispanic Elderly and the Use of Formal Social Services.
25p. 1mf. L2 ED 265 981

Steinberg, Erwin R.
Protocols, Retrospective Reports, and the Stream of Consciousness. CDC Technical Report No. 8.
22p. 1mf. L1 ED 265 532

Steinley, Gary
Skills for Solving Word Problems: Testing and Teaching Them. A Progress Report of a Project Being Conducted at South Dakota State University.
27p. 1mf. L1 ED 266 025

Stepans, Joseph
Study of Scientific Conceptions and Attitudes Toward Science of Prospective Elementary Teachers: A Research Report.
21p. 1mf. L1 ED 266 024

Steyn, I. N.
Interrelationship between One's View of Man, Culture and Curriculum.
10p. 1mf. L1 ED 265 956

Stiggins, Richard J.
Feeling for the Student: An Analysis of the Art of Classroom Assessment.
173p. 2mf. L1 ED 266 165

Stowitschek, Carole
Computer-Assisted Instruction: The Microcomputer as an Electronic Teacher's Aide.
9p. 1mf. L1 ED 265 706

Strysick, Pam
European Currency Unit: An Economical, Financial, and Political Currency.
8p. 1mf. L1 ED 266 082

Stuart, Virginia
Write from the Start: Tapping Your Child's Natural Writing Ability.
237p. mf. L3 ED 265 569

Stubbs, John
Organizational Diversity among Dual-Mode Institutions.
7p. 1mf. L1 ED 265 640

Studstill, John
Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students.
88p. 1mf. L1 ED 266 006

Sugawara, Alan I.
Scale of Student Teaching Concerns for Use with Early Childhood Education Teacher Trainees.
32p. 1mf. L1 ED 265 927

Summerhill, W. R.
Evaluation of Extension In-Service Education: Ritual or Precursor of Program Excellence?
13p. 1mf. L1 ED 266 149

Sutphin, Dean
Guide for Meeting Credit and Sequence Requirements in the New York Regents' Action Plan through Supervised Occupational Experience Programs. Bridging the Gap between School and the Workplace.
31p. 1mf. L1 ED 265 399

Suydam, Marilyn N.
Recent Research on Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
3p. 1mf. L1 ED 266 019

Suydam, Marilyn N., Ed.
Investigations in Mathematics Education. Volume 18, Number 4.
73p. 1mf. L1 ED 266 031

Swartz, Janet M.
Counseling the Disabled Reader.
11p. 1mf. L1 ED 265 689

Swartz, Stanley L.
Counseling the Disabled Reader.
11p. 1mf. L1 ED 265 689
Current Practices in Diagnosing the Mentally Retarded.
14p. 1mf. L1 ED 265 688

Swick, Kevin J.
Parents and Teachers as Discipline Shapers.
35p. 1mf. L2 ED 265 945

Tabachnick, B. Robert
Development of Teacher Perspectives: Final Report.
295p. 4mf. L1 ED 266 099

Taube, Carl A., Ed.
Mental Health, United States 1985.
233p. 3mf. L1 ED 265 444

Taylor, C. L.
Evaluation of Extension In-Service Education: Ritual or Precursor of Program Excellence?
13p. 1mf. L1 ED 266 149

Taylor, Lyndon E.
Future-Look: An Examination of the Future of the Community College from the Perspective of the Environmental, Economic, and Educational Influences on Courses, Programs, and Services.
123p. 2mf. L1 ED 265 918

Teitelman, Jodi L.
Helplessness, Pseudohelplessness and Psychotherapy.
28p. 1mf. L1 ED 265 424

Thabet, Nancy
Research Based Program Development Model for Exceptional Learners.
29p. 1mf. L1 ED 265 673

Thomas, Alex, Ed.
Psychological Approaches to Problems of Children and Adolescents. Volume II.
432p. 5mf. L1 ED 265 456

Thomas, Irene D.
Uses of the Computer in Teaching the Composing Process. 1985 Annual Report of the NCTE Committee on Instructional Technology.
5p. 1mf. L1 ED 265 571

Thomas, Jeanne L.
Married and Single Parents' Views of Grandparents: A Content Analysis.
24p. 1mf. L1 ED 265 447
Relationships with Adult Children: Support Functions and Vulnerabilities.
30p. 1mf. L1 ED 265 446

Thomas, Nathaniel
Facilitating Collaboration between the Clergy and Self-Help.
27p. 1mf. L1 ED 265 432

Thompson, Cecelia
Learning Centers: A Personalized Approach to Mainstreaming.
43p. 1mf. L2 ED 265 726

Tinzmann, Margaret B.
Graphic Climate in History Class: The Perceptions of Seventh and Eleventh Graders.
18p. 1mf. L1 ED 265 518

Tracz, Susan M.
Effect of the Violation of the Assumption of Independence When Combining Correlation Coefficients in a Meta-Analysis.
22p. 1mf. L1 ED 266 151

Travers, Robert M. W.
How Research Has Changed American Schools. A History from 1840 to the Present.
611p. mf. L3 ED 266 104

Trevor, Rena
Profile and Evaluation of Women's Program (1983) and Impact of Project Turning Point (Displaced Homemakers Program--1979-1981). Volume XIV, No. 5.
74p. 1mf. L1 ED 265 913

Trotter, F. Thomas
Selection of Seminary Presidents: An Informal Guide for Trustee Search Committees.
28p. 1mf. L1 ED 265 809

Turnbull, William W.
Student Change, Program Change: Why SAT Scores Kept Falling.
15p. 1mf. L1 ED 266 189

Turner, Colin
Motivation Theories and Motivation Systems. The Gulf between Theory and Practice. Coombe Lodge Working Paper. Information Bank Number 1937.
10p. 1mf. L1 ED 265 302

Tutin, Judith
Clinicians' Use of Explanation and Counterexplanation in a Judgment Task.
16p. 1mf. L1 ED 265 434

Ugbah, Steve
Organizational Mavericks and Innovation: A Triangulation Study of Culture.
31p. 1mf. L1 ED 265 599

Vallance, Elizabeth
Nebraska Interstate-80 Sculpture Project and the Hidden Arts Curriculum of Small Towns.
23p. 1mf. L1 ED 266 057

Valle, Victor M.
Investigacion Participativa y Gestion de Sistemas Educativos. (Participatory Research and the Management of Educational Systems).
29p. 1mf. L1 ED 265 995
Proposiciones Sobre Autonomia Universitaria. (Propositions on University Autonomy).
26p. 1mf. L1 ED 265 996

Vandever, Jan
Skills for Solving Word Problems: Testing and Teaching Them. A Progress Report of a Project Being Conducted at South Dakota State University.
27p. 1mf. L1 ED 266 025

Vargha-Khadem, Faraneh
Effects of Early vs. Late Cerebral Lesions on Verbal Learning and Memory in Children.
9p. 1mf. L1 ED 265 677

Vasek, Richard J.
Managing Students' Progress through Teacher Education Program.
10p. 1mf. L1 ED 266 092

Vasilius, Janet M.
Topicality 1 and Topicality 2: A Quest for True Meaning.
22p. 1mf. L1 ED 265 573

Ventura, Stephanie J.
Trends in Teenage Childbearing, United States, 1970-81. Data from the National Vital Statistics System.
32p. 1mf. L1 ED 265 475

VerLinden, Jay G.
Ethical Guidelines for Students Completing the Interpersonal Communication Course.
27p. 1mf. L1 ED 265 598

Vinas, Vicente
Preservation and Restoration of Paper Records and Books: A RAMP Study with Guidelines.
121p. 2mf. L2 ED 265 878

Vincent, Lisbeth
Parent Inventory of Child Development in Nonschool Environments. (Working Copy).
99p. 2mf. L1 ED 265 931

Vornberg, James A.
Leadership in Reading Instruction.
19p. 1mf. L1 ED 265 497

Walker, Gail
Attitudes Toward Death Across the Life Span.
19p. 1mf. L1 ED 265 449

Wang, Margaret C.
Evaluating Administrative Components of Program Implementation in the Adaptive Learning Environments Model.
59p. 1mf. L1 ED 266 148

Warford, Malcolm
Recruiting Seminary Trustees.
23p. 1mf. L1 ED 265 775

Warwood, Byrdeen
Research Study to Determine the Effects of Early Keyboard Use upon Student Development in Occupational Keyboarding. Final Report of Research.
60p. 1mf. L1 ED 265 367

Wasserwald, Lee
De-fusing Dyslexia.
27p. 1mf. L1 ED 265 707

Watanabe, Scott T.
Creativity and Self-Concepts in First-Grade Children: Is There a Link?
19p. 1mf. L1 ED 265 675

Watson, Cicely, Ed.
Professoriate: Occupation in Crisis.
396p. 5mf. L1 ED 265 816

Watson, Marge
Boatworks and Cleansweep: Mobile Work Crews for Adults with Developmental Disabilities.
128p. 2mf. L1 ED 265 692
Employability Project: The Employment of Persons with Developmental Disabilities.
23p. 1mf. L1 ED 265 693

Watthews, Thomas
General Biology Syllabus.
82p. 1mf. L1 ED 266 008

Waugh, Ruth
Selecting Elementary Reading Programs.
49p. 1mf. L1 ED 265 629

Way, Wendy L.
Role of the Future Homemakers of America Student Organization in Facilitating the Development of Critical Thinking Skills.
17p. 1mf. L1 ED 265 397

Weaver, James B., III
Parent-Child Communication about Television: A View from the Parent's Perspective.
27p. 1mf. L1 ED 265 840

Wehrle, Phyllis M.
Testing a Test: The Effect of Prior Knowledge on a Standardized Test.
64p. 1mf. L1 ED 265 498

Weinberg, Mark
Business Incubator Development in Rural Areas.
17p. 1mf. L1 ED 265 983

Weistuch, Lucille
Effects of Maternal Training on Language Use.
21p. 1mf. L1 ED 265 728
Modifiability of Maternal Language Use and Its Effect on Delayed Child Language Acquisition.
21p. 1mf. L1 ED 265 680

Wells, Gladys Ann, Comp.
Report from the States, 1985. White House Conference on Library and Information Services Task Force 6th Annual Report.
68p. 1mf. L1 ED 265 884

Welniak, Edward J.
Characteristics of Households and Persons Receiving Selected Noncash Benefits: 1984.
148p. 2mf. L1 ED 266 221

Westbrook, Lynn
Paper Preservation: Nature, Extent, & Recommendations. Occasional Papers. Number 171.
79p. 1mf. L2 ED 265 877

Westerlund, Elaine
Fostering Bilingualism in Early Childhood in an English-Speaking Home.
27p. 1mf. L1 ED 265 959

Whale, Kathleen B.
Assigned Writing Tasks in School: A Search for Meaning.
20p. 1mf. L2 ED 265 541

White, Arden
Perceptions of Women and Men in Counselor Education About Writing for Publication.
15p. 1mf. L1 ED 265 445

White, Kathleen M.
Mental Representation and Problem Solving in Work-Study Students.
16p. 1mf. L1 ED 265 451

White, Thomas G.
Measures of Word Frequency as Predictors of English Root Word Knowledge.
17p. 1mf. L1 ED 265 516

Whittier, Sally, Ed
Collaboration in Education and Employment: What It Takes To Make It Work. Annual Policy Forum Proceedings (Columbus, Ohio, October 29-31, 1985).
100p. 2mf. L1 ED 265 415

Wideman, Marilyn E.
Evaluation of Student Self-Esteem in Scarborough Schools. Scarborough's Co-operative Evaluation and Development of School Systems (CEDSS) Project. Internal Evaluation Report No. 8.
132p. 2mf. L1 ED 265 463

Wilkerson, Sharen E., Ed.
Connect with Parents: Build Support Groups. Conference Proceedings (Colorado Springs, Colorado, August 3-4, 1984).
49p. 1mf. L2 ED 265 422

Williams, Dilafruz
Comprehensive and Educative Approach to Program Evaluation.
11p. 1mf. L1 ED 266 193

Winans, Glen T.
Implementing Microcomputers in Academic Departments: Changing the Face of Academic and Administrative Life at the University of California, Santa Barbara.
12p. 1mf. L1 ED 265 767

Winsky, Mary A.
Teacher Training Research: A Process Writing Journey.
17p. 1mf. L1 ED 265 545

Winters, Lynn
Test Design Manual: Guidelines for Developing Diagnostic Tests. Diagnostic Testing Project.
99p. 2mf. L1 ED 266 159

Woal, Michael B.
Listeners' Socioeconomic Status and the Uses of All-News Radio.
14p. 1mf. L1 ED 265 587

Wojtan, Linda S.
Cultural Context for Japanese Education.
6p. 1mf. L1 ED 266 049

Wolfe, Leslie R.
New Women's Educational Equity Act: Still Alive and Making a Difference. PEER Policy Paper #3.
4p. 1mf. L2 ED 266 077

Wood, Miriam Mason
Trusteeship in the Private College.
180p. mf. L3 ED 265 769

Wright, Douglas
Legal Issues in Educational Order: Principals' Perceptions of School Discipline Policies and Practices.
14p. 1mf. L1 ED 265 653

Wyman, Linda, Ed.
Poetry in the Classroom.
101p. 2mf. L2 ED 265 549

Wynn, Richard
Intraorganizational Conflict in Schools.
29p. 1mf. L1 ED 265 625

Yagi, Kan
ECIA, Chapter 1 Early Childhood Education Program in the Portland Public Schools. 1984-85 Evaluation Report.
41p. 1mf. L1 ED 266 163

Yahnke, Robert E.
Great Circle of Life. A Resource Guide to Humanistic Films on Aging.
365p. 4mf. L1 ED 265 832

Yeaman, Andrew R. J.
Very Large Scale Integration (VLSI).
14p. 1mf. L1 ED 265 841

Yiengst, Raquel
Transitional Bilingual Program Guidelines. Revised.
20p. 1mf. L2 ED 266 196

Yin, Robert K.
Identifying Advanced Technologies for Education's Future.
19p. 1mf. L1 ED 265 643

Yoon-Tai, Kim
Manpower Projection and Strategies 1979-'91.
265p. 3mf. L1 ED 265 283

Yost, Michael
Developing a Management Information System.
15p. 1mf. L1 ED 265 870
Use of Computer Networks in Data Gathering and Data Analysis.
14p. 1mf. L1 ED 265 883

Yowell, Bob
Improvisational Drama in the Classroom (K-5).
18p. 1mf. L1 ED 265 597

Zahari, Noor Liza Ahmad
Resource Guide for Information/Library Education in Developing Countries.
84p. 1mf. L1 ED 265 886

Zeichner, Kenneth M.
Development of Teacher Perspectives: Final Report.
295p. 4mf. L1 ED 266 099

Zemsky, Robert
Training's Benchmarks. A Statistical Sketch of Employer-Provided Training and Education: 1969-1981. Task I Report: The Impact of Public Policy on Education and Training in the Private Sector.
140p. 2mf. L1 ED 265 379
Training's Policies: Public and Private Reinforcement for the American Economy. Final Report. The Impact of Public Policy on Education and Training in the Private Sector.
91p. 1mf. L1 ED 265 377
Training's Practices: Education and Training within the American Firm.
246p. 3mf. L1 ED 265 378

Zumberg, Marshall F.
Field Articulation: A Review of the Literature.
11p. 1mf. L1 ED 265 725

AAUP Contracts
Agreement between Fairleigh Dickinson University and Fairleigh Dickinson University Council of American Association of University Professors Chapters. November 5, 1984-August 21, 1986.
189p. 2mf. L1 ED 265 788
Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors, 1985-88.
96p. 1mf. L1 ED 265 789
Agreement between the Administration of St. John's University, New York, and the St. John's Chapter of the American Association of University Professors, 1984-1987.
60p. 1mf. L1 ED 265 790
Agreement. Central State University and the American Association of University Professors, Central State University Chapter. 1985-1988.
86p. 1mf. L1 ED 265 787

Abbreviations
Clear as Mud. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 313

Abstracts
Resources in Education (RIE). Volume 21, Number 6.
p. mf. L2 ED 265 282

Academic Achievement
Attitudes and Student Perceptions: Their Measure and Relationship to Performance in Elementary Algebra, Intermediate Algebra, College Algebra and Technical Mathematics.
23p. 1mf. L1 ED 265 901
Communication Apprehension and Academic Achievement among Elementary and Middle-School Students.
20p. 1mf. L1 ED 265 610
Evaluation of the San Joaquin Delta College Basic Skills Program, Spring 1985.
76p. 1mf. L1 ED 265 894
Explaining the Progressively Decreasing Scores on Comprehensive Tests of Basic Skills (CTBS) of the School Children of the District of Columbia Public Schools as They Progress from Elementary School into High School.
67p. 1mf. L1 ED 266 234
Long Term Effects of Social Skills Training in Elevating Overall Academic Grade Point Average, School Attendance, Health Level, and Resistance to Drug Use and Peer Pressure.
21p. 1mf. L1 ED 265 435
Motivation and School Achievement.
45p. 1mf. L1 ED 265 938
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (59th, San Francisco, California, March 28-31, 1986).
193p. 3mf. L1 ED 266 044
Results of a Project to Improve Proficiency Scores in Selected Ninth Grades, 1984-85 School Year. First-Year Evaluation Report: Knoxville City Schools (KCS).
28p. 1mf. L1 ED 265 620
South Bronx High School Career Awareness/Survival Skills Bilingual Program 1983-1984. O.E.A. Evaluation Report.
36p. 1mf. L1 ED 266 201
Study of Academic Progress by Students at Harper after Enrolling in Developmental Courses, Volume 14, No. 9.
36p. 1mf. L1 ED 265 914
Test Design Manual: Guidelines for Developing Diagnostic Tests. Diagnostic Testing Project.
99p. 2mf. L1 ED 266 159

Academic Advising
Academic Advising in the Community College.
16p. 1mf. L1 ED 265 904
Academic and Career Advising. Academic Challenges.
44p. 1mf. L1 ED 265 818

Academic Aspiration
Explaining the Progressively Decreasing Scores on Comprehensive Tests of Basic Skills (CTBS) of the School Children of the District of Columbia Public Schools as They Progress from Elementary School into High School.
67p. 1mf. L1 ED 266 234

Academic Computing
Implementing Microcomputers in Academic Departments: Changing the Face of Academic and Administrative Life at the University of California, Santa Barbara.
12p. 1mf. L1 ED 265 767

Academic Education
Academic Remedial Training: A Language Skills Development Program for U.S. Navy Recruits.
16p. 1mf. L1 ED 265 526

Academic Libraries
Catalog Maintenance Online in ARL Libraries. SPEC Kit 119.
134p. 2mf. L2 ED 265 868
End User Behavior on the Ohio State University Libraries' Online Catalog: A Computer Monitoring Study. Research Report.
41p. 1mf. L1 ED 265 888
New Directions in Library and Information Science Education. Final Report. Volume 2.1: Academic Librarian Competencies.
229p. 3mf. L1 ED 265 854
Retrospective Conversion Manual: University Library Recon Project.
55p. 1mf. L1 ED 265 880

Academic Persistence
Evaluation of the San Joaquin Delta College Basic Skills Program, Spring 1985.
76p. 1mf. L1 ED 265 894
Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
90p. 1mf. L1 ED 265 798
Study of Academic Progress by Students at Harper after Enrolling in Developmental Courses, Volume 14, No. 9.
36p. 1mf. L1 ED 265 914

Academic Standards
Educational Standards, Accountability, and Student Assessment: Legal and Administrative Considerations for Competency Testing.
75p. 1mf. L1 ED 265 648
Priority of Continuing Education Courses: Rigor or Marketing.
8p. 1mf. L1 ED 265 290
Recent Changes in Teacher Education Programs. Higher Education Panel Report Number 67.
44p. 1mf. L1 ED 266 126

Academically Gifted
Identifying the Gifted and Providing for Their Education: An Evaluation of School Based Procedures in the Edmonton Catholic School System. Part II: An Evaluation of the Honors Program in Archbishop MacDonald High School.
103p. 2mf. L1 ED 265 683

Access to Education
Selection to Pre-Employment Trades Based Courses. Working Paper 5.
78p. 1mf. L1 ED 265 298
Statewide Plan for Postsecondary Education in New Mexico: 1983-1987.
92p. 1mf. L1 ED 265 755

Access to Health Care
Hospital Use by Children in the United States and Canada. Comparative International Vital and Health Statistics Reports.
76p. 1mf. L1 ED 265 474

Accident Prevention
Tort Liability and Risk Management in Adventure Education.
25p. 1mf. L1 ED 265 998

Accountability
Process for Designing and Implementing a Dual Purpose Evaluation System. CSE Resource Paper No. 7.
40p. 1mf. L1 ED 266 173

Accounting
Sales Accounts File. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 310

Accounts Receivable
Sales Accounts File. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 310

Accreditation (Institutions)
Educational Quality and Accreditation. A Call for Diversity, Continuity and Innovation.
16p. 1mf. L2 ED 265 807

Acculturation
Handbook for Teachers of Haitian Students in New Jersey.
135p. 2mf. L1 ED 266 227

Achievement Need
Attributional Profiles of Japanese-American and Anglo-American University Students.
19p. 1mf. L1 ED 265 817

Achievement Rating
ECIA, Chapter 1 Early Childhood Education Program in the Portland Public Schools. 1984-85 Evaluation Report.
41p. 1mf. L1 ED 266 163

Achievement Tests
Testing Results for Minority Isolated Schools. San Diego City Schools, Spring 1984. Report No. 375.
420p. 5mf. L1 ED 266 170

Action Research
Exploring the Relationship between Research & Practice: The Impact of Assuming the Role of Action Researcher in One's Own Classroom.
26p. 1mf. L1 ED 266 110
Researching Profession? The Growth of Classroom Action Research.
10p. 1mf. L1 ED 266 138
Teacher Training Research: A Process Writing Journey.
17p. 1mf. L1 ED 265 545

Adapted Physical Education
Physical Education for the Handicapped.
75p. 1mf. L1 ED 265 718

Adaptive Behavior (of Disabled)
Effects of Integrated Settings vs. Segregated Settings on the Adaptive Behavior of Mentally Retarded Children: A Review of the Literature.
12p. 1mf. L1 ED 265 700

Adaptive Learning Environments Program
Evaluating Administrative Components of Program Implementation in the Adaptive Learning Environments Model.
59p. 1mf. L1 ED 266 148

Adaptive Testing
Applied Studies in Computerized Diagnostic Testing: Implications for Practice. Diagnostic Testing Project.
22p. 1mf. L1 ED 266 157
Examples of Item Banks to Support Local Test Development: Two Case Studies With Reactions.
75p. 1mf. L1 ED 266 168
Item Banking for Local Test Development: Practitioner's Handbook.
99p. 2mf. L1 ED 266 166
Reviews of Microcomputer Item Banking Software.
49p. 1mf. L1 ED 266 167

Adjustment (to Environment)
Selected Bibliography on Indochinese Refugees: Children and Adolescents. Amerasian Project, Bibliography #1.
18p. 1mf. L1 ED 265 426
Transition Time: Make It a Learning Time.
14p. 1mf. L1 ED 265 943

Adkins Life Skills Structured Inquiry
Undergraduates as Adult Communicators: A Life Skills Model for Curriculum Change.
13p. 1mf. L2 ED 265 601

Administrative Assistants
Competency-Based Course Outlines for Business Education and Office Education: General Office, Secretarial, Word Processing, and Administrative Support Occupations. Revised.
433p. 5mf. L1 ED 265 376

Administrative Policy
ACCT Trustee Quarterly; Volume 9, Numbers 1-4, 1984-1985.
144p. 2mf. L1 ED 265 915

Administrative Principles
Effective Practices in Indian Education. Administation Monograph. A Monograph on Effective School Administration Practices in Indian Education.
158p. 2mf. L1 ED 266 001

Administrator Attitudes
Decision Making of Public School Superintendents: The Involvement of Subordinates and Others.
57p. 1mf. L1 ED 265 615
Four Dimensions of Staff Development Activities as Related to Part-Time Community College Instructors' Needs, Awareness, and Levels of Participation.
64p. 1mf. L1 ED 265 890
Legal Issues in Educational Order: Principals' Perceptions of School Discipline Policies and Practices.
14p. 1mf. L1 ED 265 653
University Mid-Level Administrators: Comparisons between Men and Women on Work Experience, Commitment, and Job Satisfaction.
48p. 1mf. L1 ED 265 763

Administrator Characteristics
Composition of Governing Boards, 1985. A Survey of College and University Boards. AGB Special Report.
45p. 1mf. L1 ED 265 810
Hamstringing of Moral Education: Athletic Metaphors and Educational Administration.
19p. 1mf. L1 ED 266 081

Administrator Education
Administrator Inservice: Designing, Developing, and Delivering a Unique Institution of Higher Education (IHE), Local Education Agency (LEA), Partnership Program.
16p. 1mf. L1 ED 265 647
Those Who Would Be Catholic School Principals: Their Recruitment, Preparation, and Evaluation.
40p. 1mf. L1 ED 265 658

Administrator Evaluation
Texas Examination of Current Administrators and Teachers (TECAT). Test Specifications.
101p. 2mf. L1 ED 266 164
Trusteeship in the Private College.
180p. mf. L3 ED 265 769

Administrator Guides
How to Evaluate your ECS Program (1984).
36p. 1mf. L1 ED 265 961

Administrator Qualifications
Those Who Would Be Catholic School Principals: Their Recruitment, Preparation, and Evaluation.
40p. 1mf. L1 ED 265 658

Administrator Responsibility
Asbestos in Our Schools. Taming the Silent Killer. A Handbook for Association Leaders Produced by NEA.
50p. 1mf. L2 ED 265 665
Instructional Leadership: A Handbook for the Georgia Curriculum Director.
149p. 2mf. L1 ED 265 661

Administrator Role
Decision Making of Public School Superintendents: The Involvement of Subordinates and Others.
57p. 1mf. L1 ED 265 615
Documenting Evaluation Use: Guided Evaluation Decisionmaking. Evaluation Productivity Project.
81p. 1mf. L1 ED 266 154
Effective Practices in Indian Education. Administation Monograph. A Monograph on Effective School Administration Practices in Indian Education.
158p. 2mf. L1 ED 266 001
Evaluating Administrative Components of Program Implementation in the Adaptive Learning Environments Model.
59p. 1mf. L1 ED 266 148
Instructional Leadership: A Handbook for the Georgia Curriculum Director.
149p. 2mf. L1 ED 265 661
Leadership in Reading Instruction.
19p. 1mf. L1 ED 265 497
Linking the Behaviors and Activities of Secondary School Principals to School Effectiveness: A Technical Report. Final Report.
72p. 1mf. L1 ED 265 654
Minimum Computer Knowledge for Elementary Principals.
16p. 1mf. L1 ED 265 616
New Perspectives in Administration: Report of an Elementary Principals' Conference.
32p. 1mf. L1 ED 265 623

Administrator Selection
Nominating Committee. AGB Standing Committee Series.
21p. 1mf. L1 ED 265 808
Recruiting Seminary Trustees.
23p. 1mf. L1 ED 265 775
Selection of Seminary Presidents: An Informal Guide for Trustee Search Committees.
28p. 1mf. L1 ED 265 809
Those Who Would Be Catholic School Principals: Their Recruitment, Preparation, and Evaluation.
40p. 1mf. L1 ED 265 658

Administrators
Assessment of Need for Administrative Development on a University Campus: A Report.
37p. 1mf. L1 ED 265 764
CLEP Fall 1985 College Administrators' Workshop.
53p. 1mf. L1 ED 266 180
College & University Employees, New York State, 1984-85.
16p. 1mf. L1 ED 265 811
Marginal Performance--A TA Model for Counselling and Appraising. Coombe Lodge Working Paper. Information Bank Number 1752.
8p. 1mf. L1 ED 265 487
Rank-Order Distribution of Administrative Salaries Paid, 1985-86. Nineteenth Annual Report.
122p. 2mf. L1 ED 265 781

Admission Criteria
Examination of State University and College Admissions Policies. Research Report.
42p. 1mf. L1 ED 265 762
Managing Students' Progress through Teacher Education Program.
10p. 1mf. L1 ED 266 092
Recent Changes in Teacher Education Programs. Higher Education Panel Report Number 67.
44p. 1mf. L1 ED 266 126
Selection to Pre-Employment Trades Based Courses. Working Paper 5.
78p. 1mf. L1 ED 265 298

Adolescent Literature
ALAN Review. Winter 1986.
56p. 1mf. L1 ED 265 567
New England. Reading for Young People.
194p. mf. L3 ED 265 499

Adolescents
Adjusting to Childhood Diabetes.
9p. 1mf. L1 ED 265 433
Federal Role in Addressing the Tragedy of Youth Suicide. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on Adequacy of Current Federal Research and Prevention Efforts and the Role of the Office of Juvenile Justice and Delinquency Prevention in Youth Suicides.
106p. 2mf. L1 ED 265 485
Gender and Computers: The Beneficial Effects of Experience on Attitudes.
32p. 1mf. L1 ED 265 848
Hospital Use by Children in the United States and Canada. Comparative International Vital and Health Statistics Reports.
76p. 1mf. L1 ED 265 474
Making a Difference: Young People in Community Crime Prevention.
143p. 2mf. L2 ED 265 473
Psychological Approaches to Problems of Children and Adolescents. Volume II.
432p. 5mf. L1 ED 265 456
Selected Bibliography on Indochinese Refugees: Children and Adolescents. Amerasian Project, Bibliography #1.
18p. 1mf. L1 ED 265 426
Selected Programs in Other States Relating to Adolescent Pregnancy Prevention. Wisconsin Legislative Council Staff Information Memorandum 85-3.
20p. 1mf. L1 ED 265 466
Trends in Teenage Childbearing, United States, 1970-81. Data from the National Vital Statistics System.
32p. 1mf. L1 ED 265 475

Adopted Children
Adoption Factbook: United States Data, Issues, Regulations and Resources.
170p. 2mf. L2 ED 265 967
Group Care/Adoption Practice Manual: Guidelines for Adoptive Planning for Children in Group Care.
142p. 2mf. L2 ED 265 923

Adoption
Adoption Factbook: United States Data, Issues, Regulations and Resources.
170p. 2mf. L2 ED 265 967
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Functioning of the Hearings. Volume IV. Final Volume.
233p. 3mf. L1 ED 265 966
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. National Survey. Volume I.
298p. 4mf. L1 ED 265 963
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Draft: Legal Issues and State Statutory Survey. Volume III.
256p. 3mf. L1 ED 265 965
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Structure and Operation of Dispositional Hearings in Selected States. Volume II.
339p. 4mf. L1 ED 265 964
Group Care/Adoption Practice Manual: Guidelines for Adoptive Planning for Children in Group Care.
142p. 2mf. L2 ED 265 923

Adoption (Ideas)
Relative Effectiveness of Four Modes of Dissemination of Curriculum Materials.
9p. 1mf. L1 ED 265 612

Adoption Assistance and Child Welfare Act 1
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Functioning of the Hearings. Volume IV. Final Volume.
233p. 3mf. L1 ED 265 966
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. National Survey. Volume I.
298p. 4mf. L1 ED 265 963
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Structure and Operation of Dispositional Hearings in Selected States. Volume II.
339p. 4mf. L1 ED 265 964
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Draft: Legal Issues and State Statutory Survey. Volume III.
256p. 3mf. L1 ED 265 965

Adult Basic Education
Adult and Non-Formal Education in the Third World: A Jamaican Perspective. Monographs on Comparative and Area Studies in Adult Education.
196p. 3mf. L1 ED 265 389
Community Based Development: Building Self-Reliant Communities. Annual Conference of the Association for Community Based Education (10th, Washington, DC, October 23-26, 1985).
47p. 1mf. L1 ED 265 292
Education in Correctional Settings. A Guide for Developing Quality Vocational and Adult Basic Education Programs.
126p. 2mf. L1 ED 265 412

Adult Children
Family Caregivers and Burden: A Developmental Perspective.
18p. 1mf. L1 ED 265 439
Relationships with Adult Children: Support Functions and Vulnerabilities.
30p. 1mf. L1 ED 265 446

Adult Development
Attitudes Toward Death Across the Life Span.
19p. 1mf. L1 ED 265 449
Career Development and Satisfaction among Secondary School Teachers.
140p. 2mf. L1 ED 266 119
Qualitative Dimensions of Social Cognition in Adulthood.
16p. 1mf. L1 ED 265 477

Adult Education
Adult and Non-Formal Education in the Third World: A Jamaican Perspective. Monographs on Comparative and Area Studies in Adult Education.
196p. 3mf. L1 ED 265 389
Adult Education in Rural America: A Review of Recent Research and Identification of Further Research Needs.
9p. 1mf. L1 ED 265 994
Articulation of TAFE Middle-Level and Higher Education Courses in Australia.
267p. 3mf. L1 ED 265 297
Converting Working into Learning. An Appraisal of an LEA Foundation Year Training Scheme.
86p. 1mf. L1 ED 265 392
Education and Worker Co-operatives. Some Perspectives of the Australian TAFE Connection.
29p. 1mf. L1 ED 265 296
Education of the Black Adult in the United States: An Annotated Bibliography.
122p. mf. L3 ED 266 233
Educational Training in a Pre-Release Correctional Center/A Collaborative Model.
14p. 1mf. L1 ED 265 391
Field Test of a Structured Television Curriculum on the Mathematics Achievement of Incarcerated High School Equivalency Learners.
11p. 1mf. L1 ED 266 040
Issues in TAFE.
243p. 3mf. L1 ED 265 295
Liverpool Education Authority Further Education Management Audit Studies: 1984-85. Student Enrolments: Forecasting Trends. Coombe Lodge Working Paper. Information Bank Number 2037.
30p. 1mf. L1 ED 265 307
Negotiating the Curriculum. Tutors and Students. Coombe Lodge Working Paper. Information Bank Number 1968.
27p. 1mf. L1 ED 265 303
Training's Benchmarks. A Statistical Sketch of Employer-Provided Training and Education: 1969-1981. Task I Report: The Impact of Public Policy on Education and Training in the Private Sector.
140p. 2mf. L1 ED 265 379
Training's Policies: Public and Private Reinforcement for the American Economy. Final Report. The Impact of Public Policy on Education and Training in the Private Sector.
91p. 1mf. L1 ED 265 377
Training's Practices: Education and Training within the American Firm.
246p. 3mf. L1 ED 265 378
Vocational Training and Education in Alberta. Coombe Lodge Case Study. Information Bank Number 2003.
30p. 1mf. L1 ED 265 304

Adult Learning
Self Directed Learning and Distance Education. ZIFF Papiere 48.
37p. 1mf. L1 ED 265 825
Teaching Early Childhood Educators and Other Adults How to Use Computers.
3p. 1mf. L1 ED 265 935

Adult Literacy
Community Based Development: Building Self-Reliant Communities. Annual Conference of the Association for Community Based Education (10th, Washington, DC, October 23-26, 1985).
47p. 1mf. L1 ED 265 292
Education of the Black Adult in the United States: An Annotated Bibliography.
122p. mf. L3 ED 266 233
Radio for Literacy. A Reader on the Use of Radio in Literacy Programmes. For Use in Workshops of the German Foundation for International Development. Workshop Series.
413p. 5mf. L1 ED 265 372

Adult Reading Programs
Bridges to Successful Reading (Reading Skills Lessons for Transitioning LEP Students) and Final Report.
123p. 2mf. L2 ED 265 413

Adult Students
Continuing Education and Cultural Activities of the University of British Columbia, 1984-1985. A Report to the President, the Senate, and the Board of Governors.
61p. 1mf. L1 ED 265 766
Services for Learning Disabled Adults in California's Community Colleges.
31p. 1mf. L1 ED 265 892
Undergraduates as Adult Communicators: A Life Skills Model for Curriculum Change.
13p. 1mf. L2 ED 265 601

Adult Vocational Education
Education in Correctional Settings. A Guide for Developing Quality Vocational and Adult Basic Education Programs.
126p. 2mf. L1 ED 265 412

Adults
Life Transitions of Learning Disabled Adults: Perspectives from Several Countries. Monograph Number Thirty-Two.
68p. 1mf. L1 ED 265 722

Advanced Placement Programs
CLEP Fall 1985 College Administrators' Workshop.
53p. 1mf. L1 ED 266 180

Advantaged
Preschool Attendance and Type of Experience in Advantaged Children: Long-Term Effects by Third Grade.
26p. 1mf. L1 ED 265 942

Adventure Education
"Better Camping for All" through Research. Proceedings of the Annual Meeting of the Camping Research Section of the American Camping Association (Atlanta, Georgia, March 13, 1985).
20p. 1mf. L1 ED 265 978
Tort Liability and Risk Management in Adventure Education.
25p. 1mf. L1 ED 265 998

Adventure Games
Adventure Games in the Reading Curriculum: Problems and Potential.
22p. 1mf. L1 ED 265 491

Advertising
Comprehensive Smokeless Tobacco and Health Education Act of 1985. United States Senate, Ninety-Ninth Congress, First Session. Report to Accompany S.1574.
21p. 1mf. L1 ED 265 461

Affective Behavior
Parent Inventory of Child Development in Nonschool Environments. (Working Copy).
99p. 2mf. L1 ED 265 931
Studies of Day Care Center Climate and Its Effect on Children's Social and Emotional Behavior.
15p. 1mf. L1 ED 265 934

Affective Measures
Religion and Wellbeing: Concurrent Validation of the Spiritual Well-Being Scale.
10p. 1mf. L1 ED 266 171

Affinity Seeking Strategies
Affinity-Seeking of Classroom Teachers.
16p. 1mf. L1 ED 265 603

Africa (Sub Sahara)
Challenges for Sub-Saharan Africa. Sir John Crawford Memorial Lecture (1st, Washington, DC, November 1, 1985).
49p. 1mf. L1 ED 266 061

Africa (West)
"When I Become a Fonctionnaire": School Knowledge in French Colonial Africa, 1918-1938. Occasional Papers Series, Number 11.
84p. 1mf. L2 ED 266 071

African Culture
Fundamentals of an African American Value System.
9p. 1mf. L1 ED 266 067

African History
"When I Become a Fonctionnaire": School Knowledge in French Colonial Africa, 1918-1938. Occasional Papers Series, Number 11.
84p. 1mf. L2 ED 266 071

After School Programs
Establishing a Primary Level School of Spanish.
19p. 1mf. L1 ED 265 742

Age Differences
Attitudes Toward Death Across the Life Span.
19p. 1mf. L1 ED 265 449
Effects of Intraprogram Synopses on Children's Comprehension of Television Programming and Commercials.
19p. 1mf. L1 ED 265 975
High Risk Situations for Elderly Alcohol Abusers.
19p. 1mf. L1 ED 265 479
On Gold Diggers: Status Gain or Loss in Age Heterogamous Marriages.
24p. 1mf. L1 ED 265 429
Sensitive Period Hypothesis: A Review of Literature Regarding Acquisition of a Native-Like Pronunciation in a Second Language.
20p. 1mf. L1 ED 265 745

Agency Role
Child Care: Exploring Private and Public Sector Approaches. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session (Irving, TX).
179p. 2mf. L1 ED 265 922

Agenda Setting
Neighborhood Newspapers and Neighborhood Leaders: Influences on Agenda Setting and Definitions of Issues.
41p. 1mf. L1 ED 265 570

Aggression
Religion and Wellbeing: Concurrent Validation of the Spiritual Well-Being Scale.
10p. 1mf. L1 ED 266 171

Aging (Individuals)
Developments in Aging: 1984. Volume 1. A Report of the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session. Pursuant to S. Res. 354, March 2, 1984, Resolution Authorizing a Study of the Problems of the Aged and Aging.
416p. 5mf. L1 ED 265 436
Great Circle of Life. A Resource Guide to Humanistic Films on Aging.
365p. 4mf. L1 ED 265 832
High Risk Situations for Elderly Alcohol Abusers.
19p. 1mf. L1 ED 265 479

Agricultural Education
Basic Electricity in Agricultural Mechanics.
191p. 2mf. L1 ED 265 369
Guide for Meeting Credit and Sequence Requirements in the New York Regents' Action Plan through Supervised Occupational Experience Programs. Bridging the Gap between School and the Workplace.
31p. 1mf. L1 ED 265 399
Use of Hand Tools in Agricultural Mechanics.
131p. 2mf. L1 ED 265 368

Agricultural Engineering
Basic Electricity in Agricultural Mechanics.
191p. 2mf. L1 ED 265 369
Use of Hand Tools in Agricultural Mechanics.
131p. 2mf. L1 ED 265 368

Agricultural Production
Calculating the Profitability of Christmas Turkeys Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 328

Agronomy
Monitoring Horticultural Crop Returns Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 330

Air Force
Optometry Specialist.
407p. 5mf. L1 ED 265 401
Weather Specialist (AFSC 25120).
633p. 7mf. L1 ED 265 400

Air Transportation
Airframe Repair Specialist (AFSC 53153).
1012p. 11mf. L1 ED 265 362

Aircraft Pilots
Communicative Relevancies of Instrument Flight: A Technologically Contingent World.
9p. 1mf. L1 ED 265 592

Airframe Technicians
Airframe Repair Specialist (AFSC 53153).
1012p. 11mf. L1 ED 265 362

Alabama (Africatown)
Africatown, U.S.A. Some Aspects of Folklife and Material Culture of an Historic Landscape.
38p. 1mf. L1 ED 266 217

Alaska
Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume I.
177p. 2mf. L1 ED 265 898
Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume II: Appendices.
174p. 2mf. L1 ED 265 899

Alaska School Effectiveness Project
Curriculum Alignment: Topic Summary Report. Research on School Effectiveness Project.
14p. 1mf. L1 ED 265 631

Alberta

Assessing Cognitive Levels in the Classroom. Final Report.
238p. 3mf. L1 ED 266 033

Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Two/Three. First Interim Report.
106p. 2mf. L1 ED 265 869

Provision of Post-Secondary Education and Vocational Training in the Province of Alberta, Canada. Coombe Lodge Working Paper. Information Bank Number 2034.
36p. 1mf. L1 ED 265 306

Tale of Two Learners.
43p. 1mf. L1 ED 265 957

Vocational Training and Education in Alberta. Coombe Lodge Case Study. Information Bank Number 2003.
30p. 1mf. L1 ED 265 304

Alcohol Education

High Risk Situations for Elderly Alcohol Abusers.
19p. 1mf. L1 ED 265 479

Alcoholism

High Risk Situations for Elderly Alcohol Abusers.
19p. 1mf. L1 ED 265 479

Prevention of Alcohol Abuse in American Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session.
205p. 3mf. L2 ED 265 472

Algebra

Teaching Strategies in Algebra: The Effectiveness of Relating and Sequencing Algebraic Concepts.
14p. 1mf. L1 ED 266 007

Aliteracy

Aliteracy: What Teachers Can Do to Keep Johnny Reading.
17p. 1mf. L1 ED 265 528

Allied Health Occupations Education

Hospice Concept: Health Occupation 305.
46p. 1mf. L1 ED 265 891

Optometry Specialist.
407p. 5mf. L1 ED 265 401

Alternative Teacher Certification

Alternative Certification for Teachers. ERIC Digest 1, 1986.
4p. 1mf. L1 ED 266 137

Alternatives to Suspension

Alternative Education Programs for Disruptive Students.
55p. 1mf. L1 ED 265 655

American Association of State Colleges and

AASCU and the Nation's Schools: An Action Program for Excellence and Opportunity in Education.
6p. 1mf. L2 ED 265 813

American Indian Culture

Navajo History to 1846: The Land and the People.
172p. 2mf. L2 ED 265 991

Navajo History: The Land and the People.
359p. 4mf. L2 ED 265 990

American Indian Education

Development of Education in Fairford: A Community Manual.
58p. 1mf. L1 ED 266 003

Effective Practices in Indian Education. Curriculum Monograph. A Monograph for Using and Developing Culturally Appropriate Curriculum for American Indian Students.
294p. 4mf. L1 ED 266 002

Effective Practices in Indian Education. Administation Monograph. A Monograph on Effective School Administration Practices in Indian Education.
158p. 2mf. L1 ED 266 001

Effective Practices in Indian Education. Teacher's Monograph.
382p. 4mf. L1 ED 266 000

American Indian History

Navajo History to 1846: The Land and the People.
172p. 2mf. L2 ED 265 991

Navajo History: The Land and the People.
359p. 4mf. L2 ED 265 990

American Indian Reservations

Focus on Navajo Tribal Government.
26p. 1mf. L1 ED 265 992

American Indian Studies

Focus on Navajo Tribal Government.
26p. 1mf. L1 ED 265 992

Navajo History to 1846: The Land and the People.
172p. 2mf. L2 ED 265 991

Navajo History: The Land and the People.
359p. 4mf. L2 ED 265 990

American Indians

Working with Patients from Other Cultures: Recent References for the Health Professional.
25p. 1mf. L1 ED 266 231

Amish

Farm Experience: Its Importance in a Child's Life.
13p. 1mf. L1 ED 265 958

Analogies

Study of Analogy and Person in Computer Documentation. Preliminary Report.
32p. 1mf. L1 ED 265 837

Anaphora

Anaphora in Basal Reader Selections: How Frequently Do They Occur?
18p. 1mf. L1 ED 265 514

Ancillary School Services

Building Adaptable Basic Skills Models: Strategies for Surviving in the 80s.
21p. 1mf. L1 ED 265 919

Services for Learning Disabled Adults in California's Community Colleges.
31p. 1mf. L1 ED 265 892

Androgyny

Self Concept and Gender Role: An Open-Ended Inquiry.
16p. 1mf. L1 ED 265 484

Animal Husbandry

Calculating the Profitability of Christmas Turkeys Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 328

Dairy Health. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 323

Recording Milk Yield on a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 329

Sheep Stockmanship (Lambing). Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 327

Study of Calvings. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 322

Animal Welfare

Alternatives to Animal Use in Research, Testing, and Education. Summary.
68p. 1mf. L1 ED 266 020

Annotated Bibliographies

Guide to Theses and Dissertations: An International Bibliography of Bibliographies. Revised and Enlarged Edition.
264p. mf. L3 ED 265 777

Anthropology

Psychological Anthropology: A Modular Approach. Cultural Anthropology.
16p. 1mf. L2 ED 265 916

Anti Semitism

Teaching about the Holocaust and Genocide. The Human Rights Series, Volume II.
581p. 7mf. L1 ED 266 075

Teaching about the Holocaust and Genocide: Introduction. The Human Rights Series, Volume I.
137p. 2mf. L1 ED 266 074

Anxiety

Attitudes Toward Death Across the Life Span.
19p. 1mf. L1 ED 265 449

Appalachia (Central)

Dropout and Functional Illiteracy Rates in Central Appalachia. Appalachian Data Bank Report #1.
16p. 1mf. L1 ED 265 997

Applied Linguistics

Coherence and Composition: A Symposium. Papers. (Abo, Finland, March 16-18, 1984).
134p. 2mf. L2 ED 265 537

Apprenticeships

Apprentice Machinist (AFSC 53130), Volumes 1-4, and Change Supplement (AFSC 42730).
491p. 6mf. L1 ED 265 360

Selection to Pre-Employment Trades Based Courses. Working Paper 5.
78p. 1mf. L1 ED 265 298

Arbitration

Community Intergroup Conflict Resolution Guide.
36p. 1mf. L1 ED 266 198

Architecture

Architecture as a Metaphor for Development of Culturally Adapted Minority Education Programs. Final Report of the Regional Study Award Project.
12p. 1mf. L1 ED 266 176

Archives

Managing Local Government Records: A Manual for Local Government Officials in New York State.
108p. 2mf. L1 ED 265 875

New Directions in Library and Information Science Education. Final Report. Volume 2.9: Archivist/Museum Professional Competencies.
75p. 1mf. L1 ED 265 862

Prediction of the Long Term Stability of Polyester-Based Recording Media. First Annual Report, June 1982; Second Annual Report, August 1983; Progress Report, December 1984.
131p. 2mf. L1 ED 265 835

Archivists

New Directions in Library and Information Science Education. Final Report. Volume 2.9: Archivist/Museum Professional Competencies.
75p. 1mf. L1 ED 265 862

Arizona (North)

School to Work, Transitioning Services in Northern Arizona. A Study of High School and VR Programs for Adolescent Disabled Individuals.
65p. 1mf. L1 ED 265 286

Arkansas

Higher Education's Economic Impact in Arkansas.
14p. 1mf. L1 ED 265 761

Study to Determine the Perception of Business Persons on Changing from a Traditional Office to the Electronic Office.
41p. 1mf. L1 ED 265 409

Arson

Psychological Approaches to Problems of Children and Adolescents. Volume II.
432p. 5mf. L1 ED 265 456

Art

Nebraska Interstate-80 Sculpture Project and the Hidden Arts Curriculum of Small Towns.
23p. 1mf. L1 ED 266 057

Art Education

Class of 2001: Coping with the Computer Bandwagon. Words of Note Series.
18p. 1mf. L2 ED 266 069

Competency and Art Education. A Critique.
51p. 1mf. L2 ED 266 068

Articulation (Education)

Articulation of TAFE Middle-Level and Higher Education Courses in Australia.
267p. 3mf. L1 ED 265 297

CLEP Fall 1985 College Administrators' Workshop.
53p. 1mf. L1 ED 266 180

Curriculum Alignment: Topic Summary Report. Research on School Effectiveness Project.
14p. 1mf. L1 ED 265 631

Educational Quality and Accreditation. A Call for Diversity, Continuity and Innovation.
16p. 1mf. L2 ED 265 807

Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
90p. 1mf. L1 ED 265 798

Underrepresentation of Minorities Who Transfer to Baccalaureate Institutions.
12p. 1mf. L1 ED 265 999

Artificial Intelligence

Acquiring, Representing, and Evaluating a Competence Model of Diagnostic Strategy.
97p. 2mf. L1 ED 266 178

Expert Systems and Special Education.
16p. 1mf. L1 ED 265 686

Asbestos

Asbestos in Our Schools, Taming the Silent Killer, A Handbook for Association Leaders Produced by NEA.
50p. 1mf. L2 ED 265 665

Asbestos School Hazard Abatement Act 1984

Asbestos in Our Schools, Taming the Silent Killer, A Handbook for Association Leaders Produced by NEA.
50p. 1mf. L2 ED 265 665

Asia

Pupil Evaluation in Science, Report of a Study Group Meeting (Penang, Malaysia, January 9-18, 1985).
39p. 1mf. L2 ED 266 018

Teacher's Study Guide on the Biology of Human Populations: Asia.
430p. 5mf. L2 ED 266 038

Training of Science Teachers and Teacher Educators. Report of a Technical Working Group (Quezon City, Philippines, July 17-27, 1984).
78p. 1mf. L2 ED 266 017

Asian Americans

Indochinese Refugees: An Administrator's Handbook.
40p. 1mf. L1 ED 266 210

Selected Bibliography on Indochinese Refugees: Children and Adolescents. Amerasian Project, Bibliography #1.
18p. 1mf. L1 ED 265 426

Southeast Asian Mental Health: Treatment, Prevention, Services, Training and Research.
557p. 6mf. L1 ED 266 199

Working with Patients from Other Cultures: Recent References for the Health Professional.
25p. 1mf. L1 ED 266 231

Assaults

Is the Authoritarian Trait in Mental Health Workers a Significant Predictor Variable of Patient Assault?
69p. 1mf. L2 ED 265 460

Assembly (Manufacturing)

Production Line Materials. Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 342

Assertiveness

Belief Systems: The Effective Management of Self-Esteem by Internalizing Programmes from Assertion and Awareness Training. Management Development: Personal Growth through Intra-Personal Skills. Coombe Lodge Working Paper. Information Bank Number 2048.
12p. 1mf. L1 ED 265 489

Religion and Wellbeing: Concurrent Validation of the Spiritual Well-Being Scale.
10p. 1mf. L1 ED 266 171

Assessment Centers (Personnel)

Teacher Evaluation and Assessment Center. Report for 1984-1985.
111p. 2mf. L1 ED 266 089

Assignments

Use of Student Journals in the Basic Speech Course.
14p. 1mf. L1 ED 265 583

Astronomy

Graduate Student Survey, 1983-1984 AIP Report.
14p. 1mf. L1 ED 265 758

Athletic Coaches

Non-Faculty Coaches in Small High Schools.
27p. 1mf. L1 ED 265 667

Attendance

Attendance, Homework, Promotion and Retention: A Manual on Policy Development and Administrative Procedures.
43p. 1mf. L1 ED 265 668

Attention

Influence of Television on Children's Attentional Abilities.
12p. 1mf. L1 ED 265 933

Attitude Change

Attitudes Toward Death Across the Life Span.
19p. 1mf. L1 ED 265 449

Attitude Measures

Facilitating Collaboration between the Clergy and Self-Help.
27p. 1mf. L1 ED 265 432

Job Satisfaction and the Alabama Public School Speech-Language Pathologist.
19p. 1mf. L1 ED 265 602

Scale of Student Teaching Concerns for Use with Early Childhood Education Teacher Trainees.
32p. 1mf. L1 ED 265 927

Student Attitudes Toward Economics--Development of an Attitude Questionnaire.
19p. 1mf. L1 ED 266 187

Survey of Attitudes Toward the Russell-Tyler Pairing.
98p. 2mf. L1 ED 265 989

Attitudes

Former Members Tell...Why They Left the School Board.
36p. 1mf. L1 ED 265 627

Attribution Theory

Assessment of Positive Sex-Role Characteristics.
18p. 1mf. L1 ED 265 476

Clinicians' Use of Explanation and Counterexplanation in a Judgment Task.
16p. 1mf. L1 ED 265 434

Audience Analysis

Listeners' Socioeconomic Status and the Uses of All-News Radio.
14p. 1mf. L1 ED 265 587

New Directions in Journalism Research. A Selection of Papers from the Colloquium on Research in Journalism (Dubrovnik, Yugoslavia, April 1985). Publications Series B.
128p. 2mf. L1 ED 265 538

Audience Awareness

Developing Audience Awareness.
60p. 1mf. L1 ED 265 551

Audience Response

Differences in Perception and Appreciation of "Goodbye, Farewell, and Amen" as a Function of Viewing Context.
17p. 1mf. L1 ED 265 578

Audiovisual Aids

Sources of Audiovisual Materials about Handicapping Conditions. Reference Circular No. 85-3.
69p. 1mf. L1 ED 265 709

Auditory Discrimination

Using Oral-Motor Cues to Develop Phonemic Awareness in Kindergarten.
14p. 1mf L1 ED 265 517

Augusta Unified School District 402 KS

Teamed Approach to Making the Transition to a Middle School.
20p. 1mf. L1 ED 265 634

Australia

Articulation of TAFE Middle-Level and Higher Education Courses in Australia.
267p. 3mf. L1 ED 265 297

Directory of Australian Multicultural Films and Videos. A Resource Guide for Community Groups, Teachers, Film-makers, Researchers, Librarians.
140p. 2mf. L2 ED 266 209

Education and Worker Co-operatives. Some Perspectives of the Australian TAFE Connection.
29p. 1mf. L1 ED 265 296

Issues in TAFE.
243p. 3mf. L1 ED 265 295

Migrant and Refugee Youth in the Australian Labour Force. An Annotated Bibliography.
53p. 1mf. L2 ED 266 207

Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Report.
388p. 5mf. L2 ED 266 206

Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Overview.
36p. 1mf. L2 ED 266 205

Review of Multicultural and Migrant Education.
160p. 2mf. L2 ED 266 208

Selection to Pre-Employment Trades Based Courses. Working Paper 5.
78p. 1mf. L1 ED 265 298

Author Text Relationship

Convergences: Transactions in Reading and Writing.
274p. 3mf. L1 ED 265 568

Authoring Aids (Programing)

Electronic Text: An Amalgam of Capabilities for Creating, Informing, and Instructing. Monograph Number Two of the Electronic Text Monograph Series.
47p. 1mf. L1 ED 265 830

Modifying Commercial Software Yourself to Match Your Reading Instruction.
9p. 1mf. L1 ED 265 495

Authoritarianism

Children and Social Networks.
18p. 1mf. L1 ED 265 954

Impact of Parental Views of the Nature of Humankind upon Child-Rearing Attitudes.
17p. 1mf. L1 ED 265 970

Is the Authoritarian Trait in Mental Health Workers a Significant Predictor Variable of Patient Assault?
69p. 1mf. L2 ED 265 460

Authors

ALAN Review. Winter 1986.
56p. 1mf. L1 ED 265 567

Shaw, Books, and Libraries. Bibliographical Monograph Series No. 9.
29p. 1mf. L2 ED 265 535

Autism

Directory of Programs Serving Children and Adults with Autism. Fifth Edition--1985.
28p. 1mf. L2 ED 265 690

Speech Acquisition and Archetypes: A Developmental Study of Autistic Young Adults.
28p. 1mf. L1 ED 265 720

Auto Body Repairers

Introduction to Auto Body. Vocational Trade and Industrial Education.
683p. 8mf. L2 ED 265 419

Auto Mechanics

MOT Test Procedures. Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 334

Auto Parts Clerks

Garage Storekeeping. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 333

Automation

Study to Determine the Perception of Business Persons on Changing from a Traditional Office to the Electronic Office.
41p. 1mf. L1 ED 265 409

Work and Programmable Automation.
22p. 1mf. L1 ED 265 405

Aviation Mechanics

Aircraft Environmental Systems Mechanic. Part 2.
1712p. 18mf. L1 ED 265 358

Aircraft Environmental Systems Mechanic. Part 1.
1519p. 16mf. L1 ED 265 357

Aircraft Pneudraulic Systems Mechanic (AFSC 42354).
727p. 8mf. L1 ED 265 359

Airframe Repair Specialist (AFSC 53153).
1012p. 11mf. L1 ED 265 362

Turboprop Propulsion Mechanic.
657p. 7mf. L1 ED 265 355

Aviation Technology

Aircraft Electrical Systems Specialist (AFSC 42350), Volumes 1-3, and Change Supplement, Volume 3.
338p. 4mf. L1 ED 265 361

Aircraft Environmental Systems Mechanic. Part 2.
1712p. 18mf. L1 ED 265 358

Aircraft Environmental Systems Mechanic. Part 1.
1519p. 16mf. L1 ED 265 357

Bachelors Degrees

Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
90p. 1mf. L1 ED 265 798

Bangladesh

Efforts in Universalization of Primary Education: The Case of Bangladesh. Occasional Papers Series, Number 12.
78p. 1mf. L2 ED 266 072

Banking

Money Payments: Coping with Cheques. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 309

Bantu Languages

Gikuyu ni Kioigire: A First Course in Kikuyu. 2: Aria-i na Aagikuyu: An Introduction to Kikuyu Conversation.
331p. 4mf. L1 ED 265 734

Gikuyu ni Kioigire: A First Course in Kikuyu. 1: Wirute Gikuyu.
359p. 4mf. L1 ED 265 733

Gikuyu ni Kioigire: A First Course in Kikuyu. 3: Essays, Texts, and Glossaries. Linguistic and Cultural Reference Materials.
492p. 6mf. L1 ED 265 735

Basal Reading

Anaphora in Basal Reader Selections: How Frequently Do They Occur?
18p. 1mf. L1 ED 265 514

Basic Skills

Commitment to Literacy. Report of the Greater Cleveland Communication Skills Study Group.
26p. 1mf. L1 ED 265 534

Evaluation of the San Joaquin Delta College Basic Skills Program, Spring 1985.
76p. 1mf. L1 ED 265 894

In-Service Teacher Education: A Key to Excellence in Vocational Education. Proceedings of a National Conference (Washington, D.C., April 10, 1985).
82p. 1mf. L1 ED 265 410

Quality Assessments of Prospective Teachers: Surveys of Previous and Present Practices. College Reading and Learning Assistance Technical Report 85-11.
40p. 1mf. L1 ED 266 133

Teaching Basic Reading Skills in Secondary Schools.
44p. 1mf. L1 ED 265 630

Technical Description of the Procedures Used in Calculating School-Level Scaled Scores for the "Survey of Basic Skills: Grade 6."
128p. 2mf. L1 ED 266 186

Basic Vocabulary

Speaking With Us.
59p. 1mf. L1 ED 265 744

Basic Writing

Teaching Rereading and Rewriting to "Basic Writers."
18p. 1mf. L1 ED 265 542

Beginning Reading

Implementation Strategies for an Integrative Approach to Teaching Reading and Language.
25p. 1mf. L1 ED 265 743

Kindergarten Reading: A Proposal for a Problem-Solving Approach. Technical Report No. 345.
38p. 1mf. L1 ED 265 492

Using Oral-Motor Cues to Develop Phonemic Awareness in Kindergarten.
14p. 1mf. L1 ED 265 517

Beginning Teacher Induction

Beginning Teachers and Changes in Self-Perceived Sources of Influence on Classroom Teaching Practices. Report No. 9067.
22p. 1mf. L1 ED 266 095

Strategies for Improving Teacher Education. MTIP Satellite Network Conference Proceedings (Austin, Texas, November 1-2, 1984; Austin, Texas, April 22-23, 1985).
68p. 1mf. L1 ED 266 094

Beginning Teachers

Beginning Secondary School Teacher's Guide. Some Problems and Suggested Solutions.
256p. mf. L3 ED 266 103

Beginning Teachers and Changes in Self-Perceived Sources of Influence on Classroom Teaching Practices. Report No. 9067.
22p. 1mf. L1 ED 266 095

Development of Teacher Perspectives: Final Report.
295p. 4mf. L1 ED 266 099

Strategies for Improving Teacher Education. MTIP Satellite Network Conference Proceedings (Austin, Texas, November 1-2, 1984; Austin, Texas, April 22-23, 1985).
68p. 1mf. L1 ED 266 094

Teacher Evaluation Project. The Beginning Teacher Program, Intellectual Skills Development, Validity Studies of the Evaluation System, Special Instrument Development. Report for 1984-1985.
247p. 3mf. L1 ED 266 120

Behavior Disorders

Comprehensive Model: Vocational Preparation for Learning Disabled and Behaviorally Disordered Students and Vocational Assessment and Transition Objectives.
98p. 2mf. L1 ED 265 727

Education of Behavior Disordered Students. Report of the West Virginia Task Force.
471p. 5mf. L1 ED 265 696

Research Based Program Development Model for Exceptional Learners.
29p. 1mf. L1 ED 265 673

Behavior Patterns

Applying the Sociobiological Synthesis to Education.
20p. 1mf. L1 ED 265 650

Deception: A Dramatistic Review of the Research towards a New Theoretical Model.
33p. 1mf. L1 ED 265 611

Motivation and School Achievement.
45p. 1mf. L1 ED 265 938

Behavior Problems

Action Plan for Children: New Jersey. Recommendations of the Governor's Committee on Children's Services Planning.
186p. 2mf. L1 ED 265 930

Alternative Education Programs for Disruptive Students.
55p. 1mf. L1 ED 265 655

Psychological Approaches to Problems of Children and Adolescents. Volume II.
432p. 5mf. L1 ED 265 456

Behavior Rating Scales

Creativity and Self-Concepts in First-Grade Children: Is There a Link?
19p. 1mf. L1 ED 265 675

Functional Ability Rating Scale (FARS): A Community Developed, Behaviorally Based Instrument Designed to Assess a Subject's Capabilities in Seven Areas of Major Life Activity. Technical Manual.
40p. 1mf. L1 ED 266 147

Behavior Theories

Problems of Applying Communication/Behavior Theories to a Program of Smoking Reduction.
22p. 1mf. L1 ED 265 582

Psychological Anthropology: A Modular Approach. Cultural Anthropology.
16p. 1mf. L2 ED 265 916

Behavioral Science Research

Deception: A Dramatistic Review of the Research towards a New Theoretical Model.
33p. 1mf. L1 ED 265 611

Beliefs

Belief Systems: The Effective Management of Self-Esteem by Internalizing Programmes from Assertion and Awareness Training. Management Development: Personal Growth through Intra-Personal Skills. Coombe Lodge Working Paper. Information Bank Number 2048.
12p. 1mf. L1 ED 265 489

Bibliographies

Research in Higher Education: A Guide to Source Bibliographies. Second Edition.
133p. mf. L3 ED 265 793

Bibliotherapy

Using Bibliotherapy to Help Children Adjust to Changing Role Models.
14p. 1mf. L1 ED 265 946

Bilingual Education Programs

Bilingual Program in Auxiliary Services for High Schools 1983-1984. O. E. A. Evaluation Report.
87p. 1mf. L1 ED 266 225

Dewitt Clinton High School Project BISECT 1983-1984. O.E.A. Evaluation Report.
46p. 1mf. L1 ED 266 232

Erasmus Hall High School Bilingual Program 1983-1984. O.E.A. Evaluation Report.
47p. 1mf. L1 ED 266 203

Grover Cleveland High School Project CAUSA 1983-1984. O.E.A. Evaluation Report.
70p. 1mf. L1 ED 266 226

South Bronx High School Career Awareness/Survival Skills Bilingual Program 1983-1984. O.E.A. Evaluation Report.
36p. 1mf. L1 ED 266 201

Staff Development: From the Bilingual Schoolroom to Beyond the Walls of the University.
29p. 1mf. L1 ED 265 736

Transitional Bilingual Program Guidelines. Revised.
20p. 1mf. L2 ED 266 196

William H. Taft High School Project HOLA 1983-1984. O.E.A. Evaluation Report.
74p. 1mf. L1 ED 266 202

Bilingual Students

Teachers Expectations of Bilingual Children's Achievement.
13p. 1mf. L1 ED 266 117

Bilingualism

Fostering Bilingualism in Early Childhood in an English-Speaking Home.
27p. 1mf. L1 ED 265 959

Biological Influences

Gender Segregation in Nursery School: Predictors and Outcomes.
21p. 1mf. L1 ED 265 968

Biology

General Biology Syllabus.
82p. 1mf. L1 ED 266 008

Teacher's Study Guide on the Biology of Human Populations: Asia.
430p. 5mf. L2 ED 266 038

Biomedicine

Preservation of the Biomedical Literature: A Plan for the National Library of Medicine.
131p. 2mf. L2 ED 265 879

Biotechnology

Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64.
53p. 1mf. L1 ED 265 776

Birth

Trends in Teenage Childbearing, United States, 1970-81. Data from the National Vital Statistics System.
32p. 1mf. L1 ED 265 475

Birth Rate

Trends in Teenage Childbearing, United States, 1970-81. Data from the National Vital Statistics System.
32p. 1mf. L1 ED 265 475

Black Culture

Africatown, U.S.A. Some Aspects of Folklife and Material Culture of an Historic Landscape.
38p. 1mf. L1 ED 266 217

Fundamentals of an African American Value System.
9p. 1mf. L1 ED 266 067

Black Education

Education of the Black Adult in the United States: An Annotated Bibliography.
122p. mf. L3 ED 266 233

Black Family

Black Children. Social, Educational, and Parental Environments.
293p. mf. L3 ED 266 235

Black History

Africatown, U.S.A. Some Aspects of Folklife and Material Culture of an Historic Landscape.
38p. 1mf. L1 ED 266 217

Education of the Black Adult in the United States: An Annotated Bibliography.
122p. mf. L3 ED 266 233

Martin Luther King, Jr. Resource Guide.
88p. 1mf. L1 ED 266 218

Black Leadership

Martin Luther King, Jr. Resource Guide.
88p. 1mf. L1 ED 266 218

Black Population Trends

School Desegregation Spurs First Housing Desegregation Gain in Forty Years in Louisville and Jefferson County. Three Decades of Increased Segregation Erased between 1970 and 1980. Staff Report 85-8.
53p. 1mf. L1 ED 266 204

Black Students
Explaining the Progressively Decreasing Scores on Comprehensive Tests of Basic Skills (CTBS) of the School Children of the District of Columbia Public Schools as They Progress from Elementary School into High School.
67p. 1mf. L1 ED 266 234
Racially Integrating College-Preparatory Math Classes--An Evaluation of a University-High School Partnership.
29p. 1mf. L1 ED 266 032

Black Teachers
Teachers' Totter: A Report on Teacher Certification Issues. Occasional Paper of the Institute for the Study of Educational Policy No. 6.
123p. mf. L3 ED 266 086

Black Youth
Black Children. Social, Educational, and Parental Environments.
293p. mf. L3 ED 266 235
Child Care in the Public Schools: Incubator for Inequality?
35p. 1mf. L2 ED 265 969
Implementation of a Program of Prosocial Behavior in an Inner City Kindergarten Classroom.
58p. 1mf. L1 ED 265 973

Blacks
Racial/Ethnic Distribution of Public School Students and Staff, New York State 1984-85.
55p. 1mf. L1 ED 266 223

Blindness
Effects of Augmented Verbal Information Feedback in the Motor Skill Learning of Totally Blind Subjects Fourteen to Twenty-one Years of Age.
16p. 1mf. L1 ED 266 112
Reading Machines: Devices for Converting Print to Braille or Speech. Bibliography No. 85-2.
20p. 1mf. L1 ED 265 710

Board Administrator Relationship
ACCT Trustee Quarterly; Volume 9, Numbers 1-4, 1984-1985.
144p. 2mf. L1 ED 265 915
Trusteeship in the Private College.
180p. mf. L3 ED 265 769

Board of Education Members
Former Members Tell...Why They Left the School Board.
36p. 1mf. L1 ED 265 627

Board of Education Role
Former Members Tell...Why They Left the School Board.
36p. 1mf. L1 ED 265 627

Boards of Education
Former Members Tell...Why They Left the School Board.
36p. 1mf. L1 ED 265 627

Bookkeeping
Meaning of School Accounts: A Self-Instructional Text. 4th Edition.
119p. 2mf. L1 ED 265 622
Sales Accounts File. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 310

Books
Paper Preservation: Nature, Extent, & Recommendations. Occasional Papers. Number 171.
79p. 1mf. L2 ED 265 877
Preservation and Restoration of Paper Records and Books: A RAMP Study with Guidelines.
121p. 2mf. L2 ED 265 878

Brain Research
Beyond the Curriculum: Creating the Conditions for Learning.
28p. 1mf. L1 ED 266 181

British Columbia Institute of Technology
Program Assessment--A Canadian Example. The British Columbia Institute of Technology. Coombe Lodge Working Paper. Information Bank Number 1720.
115p. 2mf. L1 ED 265 300

British Museum
Shaw, Books, and Libraries. Bibliographical Monograph Series No. 9.
29p. 1mf. L2 ED 265 535

Building Trades
Residential Carpentry.
1147p. 12mf. L2 ED 265 418

Burke (Kenneth)
Deception: A Dramatistic Review of the Research towards a New Theoretical Model.
33p. 1mf. L1 ED 265 611

Burnout
Volunteer Motivations and Rewards: Shaping Future Programs.
12p. 1mf. L1 ED 265 481

Business Administration Education
Professional Schools in the American University. Comparative Higher Education Research Group. Working Paper #6.
48p. 1mf. L1 ED 265 795

Business Communication
Taking Telephone Calls. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 317
Use of Teleconferencing to Conduct Interim Business.
35p. 1mf. L1 ED 265 827

Business Education
Competency-Based Course Outlines for Business Education and Office Education: General Office, Secretarial, Word Processing, and Administrative Support Occupations. Revised.
433p. 5mf. L1 ED 265 376
Garage Storekeeping. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 333
How Do I Get There? Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 308
Main Stores--Goods Outwards. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 320
Money Payments: Coping with Cheques. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 309
What's the Flexitime? Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 316

Business Education Teachers
Improving Enrollments in Business Teacher Education Programs.
9p. 1mf. L1 ED 265 395

Business Incubators
Business Incubator Development in Rural Areas.
17p. 1mf. L1 ED 265 983

Business Skills
Visitors Book. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 319

California
California College-Going Rates, 1984 Update. Report 85-34.
59p. 1mf. L1 ED 265 784
California Conference on Networking. Proceedings (Pomona, California, September 19-22, 1985).
157p. 2mf. L1 ED 265 867
Faculty Salaries and Related Matters in the California Community Colleges, 1984-85. Commission Report 85-31.
16p. 1mf. L1 ED 265 897
Services for Learning Disabled Adults in California's Community Colleges.
31p. 1mf. L1 ED 265 892

California Assessment Program
Technical Description of the Procedures Used in Calculating School-Level Scaled Scores for the "Survey of Basic Skills: Grade 6."
128p. 2mf. L1 ED 266 186

California State University
Academic and Career Advising. Academic Challenges.
44p. 1mf. L1 ED 265 818

Cambodians
Your New Life in the United States. Khmer Edition.
222p. 3mf. L1 ED 265 748

Camping
"Better Camping for All" through Research. Proceedings of the Annual Meeting of the Camping Research Section of the American Camping Association (Atlanta, Georgia, March 13, 1985).
20p. 1mf. L1 ED 265 978

Campuses
Achieving Reasonable Campus Security. Self-Regulation Initiatives: Resource Documents for Colleges and Universities, No. 2.
6p. 1mf. L1 ED 265 774

Canada
English Reading Skills of Kindergarten and Grade One French Immersion Students and Response.
61p. 1mf. L2 ED 265 531
Formative Evaluation of the Computer-Assisted Learning Pilot Project in Canadian Federal Penitentiary Schools. August 1983-March 1984.
88p. 1mf. L1 ED 265 387
Human Development: The Early Years.
45p. 1mf. L1 ED 265 960
Professoriate: Occupation in Crisis.
396p. 5mf. L1 ED 265 816

Canada Natives
Development of Education in Fairford: A Community Manual.
58p. 1mf. L1 ED 266 003

Career Choice
Salary Comparisons of 1979-80 College Graduates, by Sex in May 1981. Analytic Report.
51p. 1mf. L1 ED 265 812
Study of Student Career Choices in Three High Schools of the Upper Cumberland Region of Middle Tennessee.
17p. 1mf. L1 ED 265 403
Teaching as a Career. High School Students' Perceptions of Teachers and Teaching.
62p. 1mf. L1 ED 266 088

Career Counseling
Academic and Career Advising. Academic Challenges.
44p. 1mf. L1 ED 265 818
Outplacement Counseling.
14p. 1mf. L1 ED 265 431
Theories of Career Development and the Practice Career Counseling: Will They Ever Get Together?
13p. 1mf. L1 ED 265 421

Career Development
Career Development and Satisfaction among Secondary School Teachers.
140p. 2mf. L1 ED 266 119
Theories of Career Development and the Practice Career Counseling: Will They Ever Get Together?
13p. 1mf. L1 ED 265 421

Career Education
Better Safe Than Sorry. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 343
Calculating the Profitability of Christmas Turkeys Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 328
Can You See the Taste? Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 346
Career Education Program for Exceptional Students: An Implementation Guide.
128p. 2mf. L1 ED 265 352
Clear as Mud. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 313
Comprehensive Model: Vocational Preparation for Learning Disabled and Behaviorally Disordered Students and Vocational Assessment and Transition Objectives.
98p. 2mf. L1 ED 265 727
Cutting Tools. Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 338
Dairy Health. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 323
Design. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 340
Don't Eat Germs! Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 348
Fencing Project. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 325
Grover Cleveland High School Project CAUSA 1983-1984. O.E.A. Evaluation Report.
70p. 1mf. L1 ED 266 226
Inspection. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 341
Institutional Background for the Transition from School to Working Life in the FRG. Coombe Lodge Working Paper. Information Bank Number 1881.
22p. 1mf. L1 ED 265 301
Looking after Lawns and Bedding. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 326
Manufacturing Process. Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 337
Mix It! Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 351
Money Payments: Coping with Cheques. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 309
Monitoring Horticultural Crop Returns Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 330
Moulds. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 339
New Employee. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 321
People Who Live in Glass Houses. Youth Training Scheme. Core Exemplar Work Based Project.
25p. 1mf. L1 ED 265 331
pH Testing. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 324
Production Line Materials. Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 342
Ready, Steady, Go! Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 347
Recording Milk Yield on a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 329
Sales Accounts File. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 310
Sheep Stockmanship (Lambing). Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 327
Study of Calvings. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 322
Use of a Microwave Oven. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 349
What a Joint. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 350
What's the Flexitime? Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 316
Who Gets the Job? Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 315
Working in a Hose Building Factory. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 344

Career Guidance
Bilingual Program in Auxiliary Services for High Schools 1983-1984. O. E. A. Evaluation Report.
87p. 1mf. L1 ED 266 225
Collaboration in Education and Employment: What It Takes To Make It Work. Annual Policy Forum Proceedings (Columbus, Ohio, October 29-31, 1985).
100p. 2mf. L1 ED 265 415
Dewitt Clinton High School Project BISECT 1983-1984. O.E.A. Evaluation Report.
46p. 1mf. L1 ED 266 232
South Bronx High School Career Awareness/Survival Skills Bilingual Program 1983-1984. O.E.A. Evaluation Report.
36p. 1mf. L1 ED 266 201
Theories of Career Development and the Practice Career Counseling: Will They Ever Get Together?
13p. 1mf. L1 ED 265 421

Career Ladders
State Model for Local Evaluation, 1984-85. Tennessee Career Ladder Better Schools Program.
78p. 1mf. L1 ED 266 146

Caregivers
Family Caregivers and Burden: A Developmental Perspective.
18p. 1mf. L1 ED 265 439

Carpentry
Residential Carpentry.
1147p. 12mf. L2 ED 265 418

Case Review Systems
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. National Survey. Volume I.
298p. 4mf. L1 ED 265 963

Case Studies
Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part III.
113p. 2mf. L1 ED 265 703

Cataloging
Retrospective Conversion Manual: University Library Recon Project.
55p. 1mf. L1 ED 265 880

Cataracts
Cataract Surgery: Fraud, Waste, and Abuse. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.
104p. 2mf. L2 ED 265 468

Catering
Ready, Steady, Go! Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 347

Catholic Educators
Those Who Would Be Catholic School Principals: Their Recruitment, Preparation, and Evaluation.
40p. 1mf. L1 ED 265 658

Causal Models
Support System of the Hispanic Elderly and the Use of Formal Social Services.
25p. 1mf. L2 ED 265 981

CEDA Debate
Who Should Judge CEDA Debate?
21p. 1mf. L1 ED 265 607

Center for the Study of Evaluation CA
Process for Designing and Implementing a Dual Purpose Evaluation System. CSE Resource Paper No. 7.
40p. 1mf. L1 ED 266 173

Central State University OK
Agreement. Central State University and the American Association of University Professors, Central State University Chapter. 1985-1988.
86p. 1mf. L1 ED 265 787

Ceramics
Moulds. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 339

Cerebral Dominance
More Optimism About Future Events with Relative Left Hemisphere Activation.
13p. 1mf. L1 ED 265 442
Visual Hemispheric Specialization: A Computational Theory. Technical Report #7.
84p. 1mf. L1 ED 266 190

Change Strategies
Building a Positive School Climate.
7p. 1mf. L1 ED 265 663
Campus Telephone Systems: Managing Change.
130p. 2mf. L2 ED 265 794
Community Based Development: Building Self-Reliant Communities. Annual Conference of the Association for Community Based Education (10th, Washington, DC, October 23-26, 1985).
47p. 1mf. L1 ED 265 292
Relative Effectiveness of Four Modes of Dissemination of Curriculum Materials.
9p. 1mf. L1 ED 265 612
Teamed Approach to Making the Transition to a Middle School.
20p. 1mf. L1 ED 265 634
Technology Demonstration Program: Final 1984-85 Evaluation Report. Technology Demonstration Sites: Case Studies and Technology Report, Part A, Sections 11-15 and 17-20.
201p. 3mf. L1 ED 265 839

Checking Accounts
Money Payments: Coping with Cheques. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 309

Chicago Area Project
Delinquency Prevention in South Chicago. A Fifty-Year Assessment of the Chicago Area Project.
55p. 1mf. L2 ED 266 195

Chicago Public Schools IL
Racial/Ethnic Survey--Students as of October 31, 1983.
50p. 1mf. L1 ED 266 215
Racial/Ethnic Survey--Students as of October 31, 1980.
49p. 1mf. L1 ED 266 212
Racial/Ethnic Survey--Students as of October 31, 1985.
56p. 1mf. L1 ED 266 216
Racial/Ethnic Survey--Students as of October 29, 1982.
50p. 1mf. L1 ED 266 214
Racial/Ethnic Survey--Students as of October 30, 1981.
51p. 1mf. L1 ED 266 213

Child Abuse
Child Abuse and Neglect: Reporting in Colorado Fiscal Years 1977 to 1984.
37p. 1mf. L2 ED 265 465
Connect with Parents: Build Support Groups. Conference Proceedings (Colorado Springs, Colorado, August 3-4, 1984).
49p. 1mf. L2 ED 265 422
Preventing Abuse in Family Foster Care. Instructor's Manual.
299p. 4mf. L2 ED 265 940
Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.
174p. 2mf. L1 ED 265 982

Child Caregivers
Context and Continuity: Changing Perspectives on Children.
18p. 1mf. L1 ED 265 952
Nature of Professions: Where Is Early Childhood Education?
38p. 1mf. L1 ED 265 948

Child Development
Making Child Development Relevant for All Children: Implications for Teacher Education.
19p. 1mf. L1 ED 265 929
Black Children. Social, Educational, and Parental Environments.
293p. mf. L3 ED 266 235
Context and Continuity: Changing Perspectives on Children.
18p. 1mf. L1 ED 265 952
Development of a Transactional Self.
17p. 1mf. L1 ED 265 953
Early Childhood Educator's Knowledge Base: A Reconsideration.
29p. 1mf. L1 ED 265 974
Human Development: The Early Years.
45p. 1mf. L1 ED 265 960
New Directions in Studying Children. Speeches from the Conference of the Erikson Institute (Chicago, Illinois, April 29-30, 1983).
72p. 1mf. L1 ED 265 951
Parent Inventory of Child Development in Nonschool Environments. (Working Copy).
99p. 2mf. L1 ED 265 931
Which Is Better for Young Children - Family Day Care or Center Care?
36p. 1mf. L1 ED 265 932
Young Child and Music: Contemporary Principles in Child Development and Music Education. Proceedings of the Music in Early Childhood Conference (Provo, Utah, June 28-30, 1984).
123p. 2mf. L2 ED 265 949

Child Language
Language Assessment in the Early Years. Language and Learning for Human Service Professions Monograph Series.
263p. mf. L3 ED 265 554
Play, Language, and Stories: The Development of Children's Literate Behavior.
188p. mf. L3 ED 265 555
Rules in Child Language.
12p. 1mf. L1 ED 265 739

Child Neglect
Child Abuse and Neglect: Reporting in Colorado Fiscal Years 1977 to 1984.
37p. 1mf. L2 ED 265 465
Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.
174p. 2mf. L1 ED 265 982

Child Rearing
Factors Influencing Parent-Toddler Affiliative Interaction: Implications for Child Care Programming.
16p. 1mf. L1 ED 265 944
Fostering Bilingualism in Early Childhood in an English-Speaking Home.
27p. 1mf. L1 ED 265 959
Impact of Parental Views of the Nature of Humankind upon Child-Rearing Attitudes.
17p. 1mf. L1 ED 265 970
Studying Parental Decision Making with Micro-Computers: The CPSI Technique.
15p. 1mf. L1 ED 266 184

Child Welfare
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Functioning of the Hearings. Volume IV. Final Volume.
233p. 3mf. L1 ED 265 966
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. National Survey. Volume I.
298p. 4mf. L1 ED 265 963
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Structure and Operation of Dispositional Hearings in Selected States. Volume II.
339p. 4mf. L1 ED 265 964
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Draft: Legal Issues and State Statutory Survey. Volume III.
256p. 3mf. L1 ED 265 965
Group Care/Adoption Practice Manual: Guidelines for Adoptive Planning for Children in Group Care.
142p. 2mf. L2 ED 265 923

Childhood Attitudes
Adjusting to Childhood Diabetes.
9p. 1mf. L1 ED 265 433
Write from the Start: Tapping Your Child's Natural Writing Ability.
237p. mf. L3 ED 265 569

Childhood Needs
Action Plan for Children: New Jersey. Recommendations of the Governor's Committee on Children's Services Planning.
186p. 2mf. L1 ED 265 930
Children's Peer Relationships.
3p. 1mf. L1 ED 265 936

Children
Adjusting to Childhood Diabetes.
9p. 1mf. L1 ED 265 433
Children's Peer Relationships.
3p. 1mf. L1 ED 265 936
Far, Far To Go: Public Spending for Children and Youth in Texas. Special Project Report.
71p. 1mf. L2 ED 266 211
Father Involvement, Sex-Typing and the Toy Play of Children.
18p. 1mf. L2 ED 265 427
HCI-IFU: Infant Follow-Up Services Offered by the Tennessee Department of Health and Environment.
19p. 1mf. L1 ED 265 941
Hospital Use by Children in the United States and Canada. Comparative International Vital and Health Statistics Reports.
76p. 1mf. L1 ED 265 474
Psychological Approaches to Problems of Children and Adolescents. Volume II.
432p. 5mf. L1 ED 265 456
Selected Bibliography on Indochinese Refugees: Children and Adolescents. Amerasian Project, Bibliography #1.
18p. 1mf. L1 ED 265 426
State of the World's Children, 1986.
99p. 2mf. L1 ED 265 926

Childrens Literature
Continuing Education for the Personnel of Small Public Libraries: Program Development at the Iowa State University Library and Its Public Services Course. Iowa State University Library Series in Continuing Education, no. 2.
20p. 1mf. L1 ED 265 885
Literature for Use with Gifted Children.
24p. 1mf. L1 ED 265 721
New England. Reading for Young People.
194p. mf. L3 ED 265 499
Using Bibliotherapy to Help Children Adjust to Changing Role Models.
14p. 1mf. L1 ED 265 946

Childrens Television
Review of Research on the Educational Potential of 3-2-1 Contact: A Children's TV Series on Science and Technology. A Report for the Children's Television Workshop and the National Science Foundation.
52p. 1mf. L1 ED 265 849

China
Cultural Variations in Family Beliefs about Children's Performance in Mathematics: Comparisons among the People's Republic of China, Chinese-American, and Caucasian-American Families.
46p. 1mf. L1 ED 265 962

Chinese Americans
Your New Life in the United States. Chinese Edition.
219p. 3mf. L1 ED 265 751

Church Related Colleges
Recruiting Seminary Trustees.
23p. 1mf. L1 ED 265 775
Selection of Seminary Presidents: An Informal Guide for Trustee Search Committees.
28p. 1mf. L1 ED 265 809

Citizen Participation
Higher Education and the American Resurgence. A Carnegie Foundation Special Report.
282p. 3mf. L2 ED 265 759
Making a Difference: Young People in Community Crime Prevention.
143p. 2mf. L2 ED 265 473
National Retired Senior Volunteer Program Participant Impact Evaluation. Final Report.
120p. 2mf. L1 ED 265 388

Civil Liberties
Interrelationship between One's View of Man, Culture and Curriculum.
10p. 1mf. L1 ED 265 956
Teaching about the Holocaust and Genocide. The Human Rights Series, Volume II.
561p. 7mf. L1 ED 266 075
Teaching about the Holocaust and Genocide: Introduction. The Human Rights Series, Volume I.
137p. 2mf. L1 ED 266 074

Civil Rights
Martin Luther King, Jr. Resource Guide.
88p. 1mf. L1 ED 266 218

Civilian Conservation Corps
Civilian Conservation Corps and the National Park Service, 1933-1942: An Administrative History.
293p. 4mf. L1 ED 266 012

Class Activities
Activities for Immersion. Proceedings of the 1983 Summer Immersion Workshop for Foreign Language Teachers Sponsored by the South Carolina State Department of Education.
43p. 1mf. L1 ED 265 746
Martin Luther King, Jr. Resource Guide.
88p. 1mf. L1 ED 266 218

Classification
Coral Taxonomy. Results and Recommendations of a Regional Unesco (COMAR)/UNEP Workshop with Advanced Training (Phuket Marine Biological Centre, Thailand, February 10-26, 1984). Unesco Reports in Marine Science No. 33.
53p. 1mf. L2 ED 266 015

Classroom Environment
Advantages of Small Schools. ERIC Digests.
12p. 1mf. L1 ED 265 988
Improving Science Teacher Education Programs through Inclusion of Research on Classroom Psychosocial Environment.
42p. 1mf. L1 ED 266 011
Kindergarten Children's Perceptions of Classroom Rules.
18p. 1mf. L1 ED 265 939
Mathematics, Science, and Technology Education: A Research Agenda.
100p. 2mf. L1 ED 266 037

Classroom Observation Techniques
Feeling for the Student: An Analysis of the Art of Classroom Assessment.
173p. 2mf. L1 ED 266 165

Classroom Research
Focus on Teaching Project. Final Report.
98p. 2mf. L1 ED 266 128
Improving Science Teacher Education Programs through Inclusion of Research on Classroom Psychosocial Environment.
42p. 1mf. L1 ED 266 011
Researching Profession? The Growth of Classroom Action Research.
10p. 1mf. L1 ED 266 138

Classroom Techniques
Academic Tasks and Research in Science Teaching.
17p. 1mf. L1 ED 266 010
Affinity-Seeking of Classroom Teachers.
16p. 1mf. L1 ED 265 603
Basic Electricity in Agricultural Mechanics.
191p. 2mf. L1 ED 265 369
Beginning Secondary School Teacher's Guide. Some Problems and Suggested Solutions.
256p. mf. L3 ED 266 103
Counseling the Disabled Reader.
11p. 1mf. L1 ED 265 689
Effective Practices in Indian Education. Teacher's Monograph.
382p. 4mf. L1 ED 266 000
Effective Teaching of Reading: Research and Practice.
315p. 4mf. L1 ED 265 504
Implementation Strategies for an Integrative Approach to Teaching Reading and Language.
25p. 1mf. L1 ED 265 743
Ram's Horn, Volume Three, 1-4 (Double Issue). Summer-Spring 1982-1983.
100p. 2mf. L2 ED 265 731
Use of Hand Tools in Agricultural Mechanics.
131p. 2mf. L1 ED 265 368
Using the Rods for Structural Grammar.
7p. 1mf. L1 ED 265 747
What Knowledge Is of Most Worth to Teachers? Insights from Studies of Teacher Thinking. Occasional Paper No. 86.
20p. 1mf. L1 ED 266 109

Clearinghouses
New Directions in Library and Information Science Education. Final Report. Volume 2.7: Information Center/Clearinghouse Professional Competencies.
142p. 2mf. L1 ED 265 860

Clergy
Facilitating Collaboration between the Clergy and Self-Help.
27p. 1mf. L1 ED 265 432

Clerical Occupations
Failing to Turn Up: A Statistical Analysis. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 311

(Continued)

Clerical Occupations *(Continued)*

ITeC Inventory. Youth Training Scheme. Core Exemplar Work Based Project. 19p. 1mf. L1 ED 265 336

Main Stores--Goods Outwards. Youth Training Scheme. Core Exemplar Work Based Project. 23p. 1mf. L1 ED 265 320

Not Another File! Youth Training Scheme. Core Exemplar Work Based Project. 23p. 1mf. L1 ED 265 314

Updating and Printing a Mailing List Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project. 19p. 1mf. L1 ED 265 318

Client Characteristics (Human Services)

Clinical Aspects of Assessment and Intervention with Resistant Clients. 18p. 1mf. L1 ED 265 450

Clinical Diagnosis

Acquiring, Representing, and Evaluating a Competence Model of Diagnostic Strategy. 97p. 2mf. L1 ED 266 178

Current Practices in Diagnosing the Mentally Retarded. 14p. 1mf. L1 ED 265 688

Clinical Psychology

Clinicians' Use of Explanation and Counterexplanation in a Judgment Task. 16p. 1mf. L1 ED 265 434

Clinical Teacher Education

Clinical Teacher Education Guidelines. Report No. 9071. 371p. 4mf. L1 ED 266 093

Coaching

Coaching Strategies in Contest Rhetorical Criticism. 17p. 1mf. L1 ED 265 588

Cognitive Ability

Effect of Response Widening and Response Narrowing on IQ and Problem Solving. 13p. 1mf. L1 ED 265 976

Cognitive Development

Assessing Cognitive Levels in the Classroom. Final Report. 238p. 3mf. L1 ED 266 033

Discovery Learning and Cognitive Development--The UKU Project. 14p. 1mf. L1 ED 265 920

Effects of Training in Story Mapping Procedures on the Reading Comprehension of Poor Readers. Technical Report No. 352. 45p. 1mf. L1 ED 265 524

How Our Understanding of Reality Develops. 57p. 1mf. L1 ED 265 697

Mental Representation and Problem Solving in Work-Study Students. 16p. 1mf. L1 ED 265 451

Qualitative Dimensions of Social Cognition in Adulthood. 16p. 1mf. L1 ED 265 477

Role of the Future Homemakers of America Student Organization in Facilitating the Development of Critical Thinking Skills. 17p. 1mf. L1 ED 265 397

Socio-Cultural Approach to the Study of Re-Mediation. 19p. 1mf. L1 ED 265 955

Written Language and Psychological Development. 191p. mf. L3 ED 265 557

Cognitive Mapping

Information Technologies: What You See Is Not (Always) What You Get. Revised. 35p. 1mf. L1 ED 265 872

Cognitive Objectives

English Language Arts: Reading Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS). 46p. 1mf. L1 ED 266 162

English Language Arts: Writing Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS). 39p. 1mf. L1 ED 266 161

Texas Examination of Current Administrators and Teachers (TECAT). Test Specifications. 101p. 2mf. L1 ED 266 164

Cognitive Processes

Acquiring, Representing, and Evaluating a Competence Model of Diagnostic Strategy. 97p. 2mf. L1 ED 266 178

Beyond the Curriculum: Creating the Conditions for Learning. 28p. 1mf. L1 ED 266 181

Children's Humor: A Cognitive-Developmental Perspective. 45p. 1mf. L1 ED 265 937

Cognitive Domain: The Last Frontier. Final Report of the Regional Study Award Project. 14p. 1mf. L1 ED 265 496

Development of a Transactional Self. 17p. 1mf. L1 ED 265 953

Essays on the Intellect. 154p. 2mf. L2 ED 266 131

More Optimism About Future Events with Relative Left Hemisphere Activation. 13p. 1mf. L1 ED 265 442

Prose Comprehension and Text Search as a Function of Reading Volume. Reading Competencies and Practices. Technical Report #3. 52p. 1mf. L1 ED 265 510

Reflective Thinking as a Basis for Teacher Education. 14p. 1mf. L1 ED 266 102

Relationships among Competencies and Practices of Reading. Reading Competencies and Practices. Technical Report #7. Final Report. 172p. 2mf. L1 ED 265 513

Strategy-Selection in Question-Answering. 90p. 1mf. L1 ED 266 179

What Knowledge Is of Most Worth to Teachers? Insights from Studies of Teacher Thinking. Occasional Paper No. 86. 20p. 1mf. L1 ED 266 109

Cognitive Style

Analyzing Diverse Learning Style Conceptions and Approaches: A Synthesis of Learning Style Informed Education. 22p. 1mf. L1 ED 265 617

Beyond the Curriculum: Creating the Conditions for Learning. 28p. 1mf. L1 ED 266 181

Counseling College Students through Their Individual Learning Styles. 109p. 2mf. L1 ED 265 455

Counseling Students through Their Individual Learning Styles. 140p. 2mf. L1 ED 265 452

Field Articulation: A Review of the Literature. 11p. 1mf. L1 ED 265 725

Mental Representation and Problem Solving in Work-Study Students. 16p. 1mf. L1 ED 265 451

Coherence

Aspects of Cohesion and Coherence in Context: Investigating Causes of Difficulty for Israeli University Students Reading Texts in English. 363p. 4mf. L1 ED 265 740

Coherence and Composition: A Symposium. Papers. (Abo, Finland, March 16-18, 1984). 134p. 2mf. L2 ED 265 537

Cohesion (Written Composition)

Aspects of Cohesion and Coherence in Context: Investigating Causes of Difficulty for Israeli University Students Reading Texts in English. 363p. 4mf. L1 ED 265 740

Coherence and Composition: A Symposium. Papers. (Abo, Finland, March 16-18, 1984). 134p. 2mf. L2 ED 265 537

Collective Bargaining

Aggreement between Fairleigh Dickinson University and Fairleigh Dickinson University Council of American Association of University Professors Chapters. November 5, 1984-August 21, 1986. 189p. 2mf. L1 ED 265 788

Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors, 1985-88. 96p. 1mf. L1 ED 265 789

Agreement between the Administration of St. John's University, New York, and the St. John's Chapter of the American Association of University Professors, 1984-1987. 60p. 1mf. L1 ED 265 790

Agreement. Central State University and the American Association of University Professors, Central State University Chapter. 1985-1988. 86p. 1mf. L1 ED 265 787

College Administration

ACCT Trustee Quarterly; Volume 9, Numbers 1-4, 1984-1985. 144p. 2mf. L1 ED 265 915

Assessment of Need for Administrative Development on a University Campus: A Report. 37p. 1mf. L1 ED 265 764

Campus Telephone Systems: Managing Change. 130p. 2mf. L2 ED 265 794

Composition of Governing Boards, 1985. A Survey of College and University Boards. AGB Special Report. 45p. 1mf. L1 ED 265 810

Counselling Model for Managers in Further and Higher Education. Coombe Lodge Working Paper. Information Bank Number 1737. 9p. 1mf. L1 ED 265 486

Nominating Committee. AGB Standing Committee Series. 21p. 1mf. L1 ED 265 808

University Mid-Level Administrators: Comparisons between Men and Women on Work Experience, Commitment, and Job Satisfaction. 48p. 1mf. L1 ED 265 763

College Admission

Articulation of TAFE Middle-Level and Higher Education Courses in Australia. 267p. 3mf. L1 ED 265 297

Examination of State University and College Admissions Policies. Research Report. 42p. 1mf. L1 ED 265 762

College Applicants

Examination of State University and College Admissions Policies. Research Report. 42p. 1mf. L1 ED 265 762

Technical Report on the Prospective Student Inquiry Data File and Information System at California State University, Chico. 25p. 1mf. L1 ED 265 826

College Attendance

California College-Going Rates, 1984 Update. Report 85-34. 59p. 1mf. L1 ED 265 784

College and University Racial/Ethnic Distribution of Enrollment, New York State, Fall 1984. 28p. 1mf. L1 ED 265 786

College Bound Students

California College-Going Rates, 1984 Update. Report 85-34. 59p. 1mf. L1 ED 265 784

College Costs

Does Need-Based Student Aid Discourage Saving for College? 28p. 1mf. L2 ED 265 783

College Curriculum

ASHE Reader on Academic Programs in Colleges and Universities. 393p. mf. L3 ED 265 779

Cooperation: Key to the Future. 17p. 1mf. L1 ED 265 760

Issues Related to the Quality of Education: A Preliminary Report of the Colorado State Board for Community Colleges and Occupational Education. 18p. 1mf. L1 ED 265 917

New Jersey Community College General Education Regulations. 13p. 1mf. L1 ED 265 905

College English

Aspects of Cohesion and Coherence in Context: Investigating Causes of Difficulty for Israeli University Students Reading Texts in English. 363p. 4mf. L1 ED 265 740

College Entrance Examinations

Student Change, Program Change: Why SAT Scores Kept Falling. 15p. 1mf. L1 ED 266 189

College Environment

Evaluation of Life in the Residence Halls at Indiana University from an Ecosystem Perspective: 1985. 22p. 1mf. L1 ED 265 425

College Faculty

Aggreement between Fairleigh Dickinson University and Fairleigh Dickinson University Council of American Association of University Professors Chapters. November 5, 1984-August 21, 1986. 189p. 2mf. L1 ED 265 788

Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors, 1985-88. 96p. 1mf. L1 ED 265 789

Agreement between the Administration of St. John's University, New York, and the St. John's Chapter of the American Association of University Professors, 1984-1987. 60p. 1mf. L1 ED 265 790

Agreement. Central State University and the American Association of University Professors, Central State University Chapter. 1985-1988. 86p. 1mf. L1 ED 265 787

ASHE Reader on Faculty and Faculty Issues in Colleges and Universities. 398p. mf. L3 ED 265 780

College & University Employees, New York State, 1984-85. 16p. 1mf. L1 ED 265 811

Complex Challenge of Professional Development: Current Trends and Future Opportunities. 41p. 1mf. L1 ED 265 911

Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University. 137p. 2mf. L1 ED 265 902

Electronic Networking as an Avenue of Enhanced Professional Interchange. 10p. 1mf. L1 ED 265 851

Faculty Activity Analysis in the Universidad Tecnica Del Estado Campuses. 475p. 5mf. L1 ED 265 765

Faculty Evaluation at the Community College. 12p. 1mf. L1 ED 265 910

Faculty Salaries and Related Matters in the California Community Colleges, 1984-85. Commission Report 85-31. 16p. 1mf. L1 ED 265 897

Faculty Salary Differentials by Race: A Management School Case Study of Suspected Treatment Discrimination. 36p. 1mf. L1 ED 265 753

Getting a Perspective on Student Evaluation. 5p. 1mf. L1 ED 265 801

Higher Education in Israel. Statistical Abstract, 1983/84. 164p. 2mf. L1 ED 265 803

Implementing Microcomputers in Academic Departments: Changing the Face of Academic and Administrative Life at the University of California, Santa Barbara. 12p. 1mf. L1 ED 265 767

Many Sectors, Many Professions. Comparative Higher Education Research Group. Working Paper #7. 69p. 1mf. L1 ED 265 796

Perceptions of Women and Men in Counselor Education About Writing for Publication. 15p. 1mf. L1 ED 265 445

Professoriate: Occupation in Crisis. 396p. 5mf. L1 ED 265 816

University Benefits Survey. Part I (All Benefits Excluding Pensions). 159p. 2mf. L1 ED 265 805

University Benefits Survey. Part II (Pensions). 47p. 1mf. L1 ED 265 806

College Freshmen

American Freshman: National Norms for Fall 1985. 249p. 3mf. L2 ED 265 778

Profiles of Enrollments and Origin of Students at Washington Public Four-Year Institutions of Higher Education for Fall Term, 1983. 25p. 1mf. L1 ED 265 782

College Graduates

College and University Degrees Conferred, New York State, 1983-84. 17p. 1mf. L1 ED 265 772

Salary Comparisons of 1979-80 College Graduates, by Sex in May 1981. Analytic Report. 51p. 1mf. L1 ED 265 812

College Housing

Achieving Reasonable Campus Security. Self-Regulation Initiatives: Resource Documents for Colleges and Universities, No. 2. 6p. 1mf. L1 ED 265 774

College Instruction

Changing Functions of Higher Education: Implications for Innovation. Reports from the 1984 OECD/Japan Seminar on Higher Education. 235p. 3mf. L1 ED 265 756

Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University. 137p. 2mf. L1 ED 265 902

Non-Credit Instructional Activities, January 1, 1985 Through June 30, 1985 with Trend Information for 1983, 1984 and 1985. State University of New York. Office of Institutional Research Research Report No. 20-85A. 375p. 4mf. L1 ED 265 768

Research in Higher Education: A Guide to Source Bibliographies. Second Edition. 133p. mf. L3 ED 265 793

College Level Examination Program

CLEP Fall 1985 College Administrators' Workshop. 53p. 1mf. L1 ED 266 180

College Mathematics

Attitudes and Student Perceptions: Their Measure and Relationship to Performance in Elementary Algebra, Intermediate Algebra, College Algebra and Technical Mathematics. 23p. 1mf. L1 ED 265 901

Nonstandard Analysis and Its Place in Undergraduate Education. 15p. 1mf. L1 ED 266 041

Remedial Math at the College Level: A Pilot Study. 10p. 1mf. L1 ED 266 022

Skills for Solving Word Problems: Testing and Teaching Them. A Progress Report of a Project Being Conducted at South Dakota State University. 27p. 1mf. L1 ED 266 025

College Planning

Future Is Excellence. Report of the New Mexico Governor's Commission on Higher Education. 192p. 2mf. L1 ED 265 754

Master's Degree in Transition. 6p. 1mf. L1 ED 265 799

Planning And Grants Committee, Council for Higher Education. Annual Report No. 11, Academic Year 1983/84. 69p. 1mf. L1 ED 265 802

Planning for Quality and Efficiency in Higher Education. 19p. 1mf. L1 ED 265 757

Statewide Plan for Postsecondary Education in New Mexico: 1983-1987. 92p. 1mf. L1 ED 265 755

College Preparation

Cooperation: Key to the Future. 17p. 1mf. L1 ED 265 760

School and the University: What Went Wrong in America. Comparative Higher Education Research Group. Working Paper #8. 47p. 1mf. L1 ED 265 797

College Presidents

Selection of Seminary Presidents: An Informal Guide for Trustee Search Committees. 28p. 1mf. L1 ED 265 809

Trusteeship in the Private College. 180p. mf. L3 ED 265 769

College Programs

ASHE Reader on Academic Programs in Colleges and Universities. 393p. mf. L3 ED 265 779

Continuing Education and Cultural Activities of the University of British Columbia, 1984-1985. A Report to the President, the Senate, and the Board of Governors. 61p. 1mf. L1 ED 265 766

Guide to Puerto Rican Studies in Institutions of Higher Education in the United States, 1985-1986. 140p. 2mf. L2 ED 266 220

Program Assessment--A Canadian Example. The British Columbia Institute of Technology. Coombe Lodge Working Paper. Information Bank Number 1720. 115p. 2mf. L1 ED 265 300

College Role

Higher Education and the American Resurgence. A Carnegie Foundation Special Report. 282p. 3mf. L2 ED 265 759

Suicide Management Plan--Post Suicide Response. 23p. 1mf. L1 ED 265 437

Value-Centered Education and Moral Commitment. 6p. 1mf. L2 ED 265 814

College School Cooperation

AASCU and the Nation's Schools: An Action Program for Excellence and Opportunity in Education. 6p. 1mf. L2 ED 265 813

Administrator Inservice: Designing, Developing, and Delivering a Unique Institution of Higher Education (IHE), Local Education Agency (LEA), Partnership Program. 16p. 1mf. L1 ED 265 647

School and the University: What Went Wrong in America. Comparative Higher Education Research Group. Working Paper #8. 47p. 1mf. L1 ED 265 797

College Science

Coral Taxonomy. Results and Recommendations of a Regional Unesco (COMAR)/UNEP Workshop with Advanced Training (Phuket Marine Biological Centre, Thailand, February 10-26, 1984). Unesco Reports in Marine Science No. 33. 53p. 1mf. L2 ED 266 015

College Second Language Programs

Ram's Horn, Volume Three, 1-4 (Double Issue), Summer-Spring 1982-1983. 100p. 2mf. L2 ED 265 731

College Students

Attributional Profiles of Japanese-American and Anglo-American University Students. 19p. 1mf. L1 ED 265 817

Counseling College Students through Their Individual Learning Styles. 109p. 2mf. L1 ED 265 455

Evaluation of Life in the Residence Halls at Indiana University from an Ecosystem Perspective: 1985. 22p. 1mf. L1 ED 265 425

From Theory to Reality: Simplified Approach to Staff Training and Management. 19p. 1mf. L1 ED 265 438

Higher Education in Israel. Statistical Abstract, 1983/84. 164p. 2mf. L1 ED 265 803

National Association of State Scholarship and Grant Programs. 14th Annual Survey, 1982-83 Academic Year. 258p. 3mf. L1 ED 265 820

National Association of State Scholarship and Grant Programs. 17th Annual Survey Report, 1985-86 Academic Year. 220p. 3mf. L1 ED 265 821

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. (New York, NY). 158p. 2mf. L2 ED 265 819

Research in Higher Education: A Guide to Source Bibliographies. Second Edition. 133p. mf. L3 ED 265 793

SEOG Funds. Information on the Distribution of SEOG Funds to Students. GAO Briefing Report to Congressional Requestors. 48p. 1mf. L1 ED 265 791

Suicide Management Plan--Post Suicide Response. 23p. 1mf. L1 ED 265 437

College Transfer Students

Profiles of Enrollments and Origin of Students at Washington Public Four-Year Institutions of Higher Education for Fall Term, 1983. 25p. 1mf. L1 ED 265 782

Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985. 90p. 1mf. L1 ED 265 798

Underrepresentation of Minorities Who Transfer to Baccalaureate Institutions. 12p. 1mf. L1 ED 265 999

Colorado

Child Abuse and Neglect: Reporting in Colorado Fiscal Years 1977 to 1984. 37p. 1mf. L2 ED 265 465

Issues Related to the Quality of Education: A Preliminary Report of the Colorado State Board for Community Colleges and Occupational Education. 18p. 1mf. L1 ED 265 917

Population Analyses, Change and Education: Selected Resources on Population Trends, Planning and Policy, and Education. Population Dynamics for Colorado Educators. 187p. 2mf. L1 ED 266 066

Colorado (West)

Developing and Implementing a Program of Employer and Job Needs Assessment. 51p. 1mf. L1 ED 265 366

Committees

Nominating Committee. AGB Standing Committee Series. 21p. 1mf. L1 ED 265 808

Communication (Thought Transfer)

Can An American Do Semiotic Phenomenology? 19p. 1mf. L1 ED 265 594

Electronic Networking as an Avenue of Enhanced Professional Interchange. 10p. 1mf. L1 ED 265 851

Problems of Applying Communication/Behavior Theories to a Program of Smoking Reduction. 22p. 1mf. L1 ED 265 582

Undergraduates as Adult Communicators: A Life Skills Model for Curriculum Change. 13p. 1mf. L2 ED 265 601

Communication Aids (for Disabled)

Technology--A Bridge to Independence. RESNA '85. Proceedings of the Annual Conference on Rehabilitation Technology (8th, Memphis, Tennessee, June 24-28, 1985). 458p. 5mf. L2 ED 265 284

Communication Apprehension

Assessment Study of the Communication Reticence of High School Students. 27p. 1mf. L1 ED 265 591

Communication Apprehension and Academic Achievement among Elementary and Middle-School Students. 20p. 1mf. L1 ED 265 610

Examination of the Relationship between Irrational Beliefs and Communication Apprehension. 15p. 1mf. L1 ED 265 581

Improvement in Grades and Dropout Rates of Apprehensive College Students Who Voluntarily Videotaped Their Speeches. 23p. 1mf. L1 ED 265 609

Organizational Mavericks and Innovation: A Triangulation Study of Culture. 31p. 1mf. L1 ED 265 599

Communication Disorders

Microcomputer Analysis of Children's Language Samples. 39p. 1mf. L1 ED 265 678

Oral Language Disorders Program. Language Is a Group Experience. 12p. 1mf. L1 ED 265 676

Communication Research

Assessment Study of the Communication Reticence of High School Students. 27p. 1mf. L1 ED 265 591

Communication Apprehension and Academic Achievement among Elementary and Middle-School Students. 20p. 1mf. L1 ED 265 610

Competing in Host School Tournaments. 12p. 1mf. L1 ED 265 606

Deception: A Dramatistic Review of the Research towards a New Theoretical Model. 33p. 1mf. L1 ED 265 611

Examination of the Relationship between Irrational Beliefs and Communication Apprehension. 15p. 1mf. L1 ED 265 581

Improvement in Grades and Dropout Rates of Apprehensive College Students Who Voluntarily Videotaped Their Speeches. 23p. 1mf. L1 ED 265 609

Organizational Mavericks and Innovation: A Triangulation Study of Culture. 31p. 1mf. L1 ED 265 599

South Korea's Communications Research: State-of-the-Art Paradigms. 26p. 1mf. L1 ED 265 575

Using Research as a Guide for Teaching Interpersonal Communication Competencies. 18p. 1mf. L1 ED 265 576

Communication Skills

Communication Skills in Business and Industry. 6p. 1mf. L1 ED 265 590

Development of Speech Workshops and Videotape Library to Train Teachers and Parents of Exceptional Infants and Preschoolers. 155p. 2mf. L1 ED 265 713

Neuro-Linguistic Programming: A Discussion of Why and How. 10p. 1mf. L1 ED 265 925

Speech Acquisition and Archetypes: A Developmental Study of Autistic Young Adults. 28p. 1mf. L1 ED 265 720

Taking Telephone Calls. Youth Training Scheme. Core Exemplar Work Based Project. 20p. 1mf. L1 ED 265 317

Communicology

Can An American Do Semiotic Phenomenology? 19p. 1mf. L1 ED 265 594

Community Attitudes

Public Attitudes toward Education Spending: The Role of Attentiveness to Local Schools. 18p. 1mf. L1 ED 265 657

Community Colleges

Academic Advising in the Community College. 16p. 1mf. L1 ED 265 904

ACCT Trustee Quarterly; Volume 9, Numbers 1-4, 1984-1985. 144p. 2mf. L1 ED 265 915

Community Colleges and Industry: Rationale for a Relationship. 13p. 1mf. L1 ED 265 909

Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University. 137p. 2mf. L1 ED 265 902

Entrance Testing at Community Colleges. 14p. 1mf. L1 ED 265 903

Faculty Salaries and Related Matters in the California Community Colleges, 1984-85. Commission Report 85-31. 16p. 1mf. L1 ED 265 897

Future-Look: An Examination of the Future of the Community College from the Perspective of the Environmental, Economic, and Educational Influences on Courses, Programs, and Services. 123p. 2mf. L1 ED 265 918

Honors Programs in the Community College: Reality and Promise. 14p. 1mf. L1 ED 265 906

Improvement of Occupational Education in Maryland. A Progress Report, Fiscal Year 1985. 23p. 1mf. L1 ED 265 900

Issues Related to the Quality of Education: A Preliminary Report of the Colorado State Board for Community Colleges and Occupational Education. 18p. 1mf. L1 ED 265 917

New Jersey Community College General Education Regulations. 13p. 1mf. L1 ED 265 905

Requiring Microcomputers in Community Colleges. 9p. 1mf. L1 ED 265 907

Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985. 90p. 1mf. L1 ED 265 798

Underrepresentation of Minorities Who Transfer to Baccalaureate Institutions. 12p. 1mf. L1 ED 265 999

Community Controlled Education

Development of Education in Fairford: A Community Manual. 58p. 1mf. L1 ED 266 003

Community Coordination

Community Intergroup Conflict Resolution Guide. 36p. 1mf. L1 ED 266 198

Community Development

Community Based Development: Building Self-Reliant Communities. Annual Conference of the Association for Community Based Education (10th, Washington, DC, October 23-26, 1985). 47p. 1mf. L1 ED 265 292

Community Education

Continuing Education and Cultural Activities of the University of British Columbia, 1984-1985. A Report to the President, the Senate, and the Board of Governors. 61p. 1mf. L1 ED 265 766

Community Influence

Children and Social Networks. 18p. 1mf. L1 ED 265 954

Community Involvement

Declining Enrollments. 35p. 1mf. L1 ED 265 624

Investigacion Participativa y Gestion de Sistemas Educativos. (Participatory Research and the Management of Educational Systems). 29p. 1mf. L1 ED 265 995

Making a Difference: Young People in Community Crime Prevention. 143p. 2mf. L2 ED 265 473

Community Options Program

Community Options Program: An Evaluation of Program Operations during 1982 and 1983. 209p. 3mf. L1 ED 265 454

Community Options Program: An Evaluation of Early Implementation Experience. 300p. 4mf. L1 ED 265 453

Community Programs

Child Care: Exploring Private and Public Sector Approaches. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session (Irving, TX). 179p. 2mf. L1 ED 265 922

Communication for Water. Handbooks in Communication and Training for CSDR No. 2. 23p. 1mf. L1 ED 266 014

Community Based Development: Building Self-Reliant Communities. Annual Conference of the Association for Community Based Education (10th, Washington, DC, October 23-26, 1985). 47p. 1mf. L1 ED 265 292

Delinquency Prevention in South Chicago. A Fifty-Year Assessment of the Chicago Area Project. 55p. 1mf. L2 ED 266 195

Star Spangled Summer: 1986 Wisconsin Summer Library Program Manual. Bulletin No. 6257. 229p. 3mf. L1 ED 265 500

Community Services

Community Options Program: An Evaluation of Early Implementation Experience. 300p. 4mf. L1 ED 265 453

Comparative Analysis

Comparative Study on the Effects of Traditional versus Wholistic Physical Fitness Programs. 35p. 1mf. L1 ED 266 129

Differential Stress Levels in Primary Versus Secondary Classrooms. 26p. 1mf. L1 ED 266 098

Pen and Paper vs. the Machine: Writers Composing in Hard Copy and Computer Conditions. CDC Technical Report No. 16. 16p. 1mf. L1 ED 265 563

Reflections on Teacher Education. Monograph III. 127p. 2mf. L1 ED 266 105

Comparative Education

Cultural Context for Japanese Education. 6p. 1mf. L1 ED 266 049

School and the University: What Went Wrong in America. Comparative Higher Education Research Group. Working Paper #8. 47p. 1mf. L1 ED 265 797

Comparative Testing

Testing Results for Minority Isolated Schools. San Diego City Schools, Spring 1984. Report No. 375. 420p. 5mf. L1 ED 266 170

Compensation (Remuneration)

Rank-Order Distribution of Administrative Salaries Paid, 1985-86. Nineteenth Annual Report. 122p. 2mf. L1 ED 265 781

Compensatory Education

ECIA, Chapter 1 Early Childhood Education Program in the Portland Public Schools. 1984-85 Evaluation Report. 41p. 1mf. L1 ED 266 163

(Continued)

Compensatory Education *(Continued)*
Problems with the Administration's Voucher Proposal for Chapter 1. Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. Committee Print.
17p. 1mf. L1 ED 266 229

Competence
Competency and Art Education. A Critique.
51p. 1mf. L2 ED 266 068
Extension Advisers' Perceptions of Their Jobs and Their Need for Additional Training in Relation to Duties and Demographic Characteristics.
21p. 1mf. L1 ED 265 382
New Directions in Library and Information Science Education. Final Report. Volume 2.10: Information Analysis Center Professional Competencies.
75p. 1mf. L1 ED 265 863
New Directions in Library and Information Science Education. Final Report. Volume 2.4: Special Librarian Competencies.
219p. 3mf. L1 ED 265 857
New Directions in Library and Information Science Education. Final Report. Volume 2.6: Database Distributor/Service Professional Competencies.
24p. 1mf. L1 ED 265 859
New Directions in Library and Information Science Education. Final Report. Volume 2.2: Public Librarian Competencies.
222p. 3mf. L1 ED 265 855
New Directions in Library and Information Science Education. Final Report. Volume 2.7: Information Center/Clearinghouse Professional Competencies.
142p. 2mf. L1 ED 265 860
New Directions in Library and Information Science Education. Final Report. Volume 2.3: School Librarian Competencies.
231p. 3mf. L1 ED 265 856
New Directions in Library and Information Science Education. Final Report. Volume 2.12: Library System Supplier Professional Competencies.
59p. 1mf. L1 ED 265 865
New Directions in Library and Information Science Education. Final Report. Volume 2.1: Academic Librarian Competencies.
229p. 3mf. L1 ED 265 854
New Directions in Library and Information Science Education. Final Report.
376p. 4mf. L1 ED 265 853
New Directions in Library and Information Science Education. Final Report. Volume 2.9: Archivist/Museum Professional Competencies.
75p. 1mf. L1 ED 265 862
New Directions in Library and Information Science Education. Final Report. Volume 2.8: Records and Information Manager Competencies.
25p. 1mf. L1 ED 265 861
New Directions in Library and Information Science Education. Final Report. Volume 2.11: Information Service Company Professional Competencies.
75p. 1mf. L1 ED 265 864
New Directions in Library and Information Science Education. Final Report. Volume 2.5: Database Producer Professional Competencies.
105p. 2mf. L1 ED 265 858

Competency Based Education
Competency-Based Course Outlines for Business Education and Office Education: General Office, Secretarial, Word Processing, and Administrative Support Occupations. Revised.
433p. 5mf. L1 ED 265 376

Competency Based Teacher Education
Competency and Art Education. A Critique.
51p. 1mf. L2 ED 266 068
Training Teachers of the Handicapped through a Competency Based Format to Instruct Motor Skills.
34p. 1mf. L1 ED 265 716

Competency Identification Procedures
New Directions in Library and Information Science Education. Final Report.
376p. 4mf. L1 ED 265 853

Competency Tests
In-Service Teacher Education: A Key to Excellence in Vocational Education. Proceedings of a National Conference (Washington, D.C., April 10, 1985).
82p. 1mf. L1 ED 265 410

Competition
Competing in Host School Tournaments.
12p. 1mf. L1 ED 265 606
Competitive Atmosphere: Its Effects on Forensic Speeches.
16p. 1mf. L1 ED 265 589
Nebraska Interstate-80 Sculpture Project and the Hidden Arts Curriculum of Small Towns.
23p. 1mf. L1 ED 266 057

Compliance (Legal)
Testing Results for Minority Isolated Schools. San Diego City Schools, Spring 1984. Report No. 375.
420p. 5mf. L1 ED 266 170

Comprehension
Assessing Cognitive Levels in the Classroom. Final Report.
238p. 3mf. L1 ED 266 033
Children's Humor: A Cognitive-Developmental Perspective.
45p. 1mf. L1 ED 265 937
Effects of Intraprogram Synopses on Children's Comprehension of Television Programming and Commercials.
19p. 1mf. L1 ED 265 975
Study of Scientific Conceptions and Attitudes Toward Science of Prospective Elementary Teachers: A Research Report.
21p. 1mf. L1 ED 266 024

Comprehensive Tests of Basic Skills
Testing Results for Minority Isolated Schools. San Diego City Schools, Spring 1984. Report No. 375.
420p. 5mf. L1 ED 266 170

Computation
Investigations in Mathematics Education. Volume 18, Number 4.
73p. 1mf. L1 ED 266 031
Recent Research on Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
3p. 1mf. L1 ED 266 019

Computer Assisted Instruction
"Successful" Teachers' Patterns of Microcomputer-Based Mathematics and Science Instruction. A RAND Note.
262p. 3mf. L2 ED 265 838
Acquisition of Written Language: Response and Revision. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
294p. mf. L3 ED 265 553
Adventure Games in the Reading Curriculum: Problems and Potential.
22p. 1mf. L1 ED 265 491
Computer-Assisted Instruction: The Microcomputer as an Electronic Teacher's Aide.
9p. 1mf. L1 ED 265 706
Designing Videodisc-Based Courseware for the High School.
26p. 1mf. L1 ED 265 844
Effect of Visual and Verbal Strategies on Children's Solutions of Figured Matrices in Japan and the United States.
29p. 1mf. L1 ED 266 194
Electronic Text: An Amalgam of Capabilities for Creating, Informing, and Instructing. Monograph Number Two of the Electronic Text Monograph Series.
47p. 1mf. L1 ED 265 830
Evaluation of a Computer-Controlled Videodisc Program To Teach Pediatric Neuromotor Assessment. Revised.
42p. 1mf. L1 ED 265 852
Extending the Human Mind: Computers in Education. Proceedings of the Annual Summer Computer Conference (4th, Eugene, Oregon, August 19-21, 1985).
351p. 4mf. L1 ED 265 831
Formative Evaluation of the Computer-Assisted Learning Pilot Project in Canadian Federal Penitentiary Schools. August 1983-March 1984.
88p. 1mf. L1 ED 265 387
Interaction of Learner Control and Prior Conceptual Understanding in Computer-Assisted Video Instruction.
33p. 1mf. L1 ED 265 845
Micro-CAI in Education: Some Considerations.
24p. 1mf. L1 ED 265 843
Microcomputers in Alberta Schools--1985. A Final Report on the Results of a Resource Survey of Alberta Schools.
73p. 1mf. L1 ED 265 834
Microcomputers in Schools, 1984-85. A Comprehensive Survey and Analysis.
130p. 2mf. L1 ED 265 822
Requiring Microcomputers in Community Colleges.
9p. 1mf. L1 ED 265 907
Research Issues in Computer-Assisted Learning Environments.
18p. 1mf. L1 ED 265 823
Research Study to Determine the Effects of Early Keyboard Use upon Student Development in Occupational Keyboarding. Final Report of Research.
60p. 1mf. L1 ED 265 367
Teaching Generalizations Using a Computer-Based Drill Strategy.
51p. 1mf. L1 ED 265 847
Use of the Computer in Louisiana Schools. Fourth Annual Report. Bulletin 1679, Revised.
139p. 2mf. L1 ED 265 829

Computer Assisted Manufacturing
Implementing Computer Integrated Manufacturing Technician Program.
14p. 1mf. L1 ED 265 394

Computer Assisted Testing
Applied Studies in Computerized Diagnostic Testing: Implications for Practice. Diagnostic Testing Project.
22p. 1mf. L1 ED 266 157
Examples of Item Banks to Support Local Test Development: Two Case Studies With Reactions.
75p. 1mf. L1 ED 266 168
Item Banking for Local Test Development: Practitioner's Handbook.
99p. 2mf. L1 ED 266 166
Microcomputer Analysis of Children's Language Samples.
39p. 1mf. L1 ED 265 678
Reviews of Microcomputer Item Banking Software.
49p. 1mf. L1 ED 266 167
Two Case Studies of Local Test Development.
109p. 2mf. L1 ED 266 169
Words: A Microcomputer Program for Teaching and Testing Students' Sight Word Vocabulary.
17p. 1mf. L1 ED 265 842

Computer Chips
Very Large Scale Integration (VLSI).
14p. 1mf. L1 ED 265 841

Computer Literacy
Developing Instructional Applications at the Secondary Level. The Computer as a Tool.
50p. 1mf. L1 ED 265 850
Extending the Human Mind: Computers in Education. Proceedings of the Annual Summer Computer Conference (4th, Eugene, Oregon, August 19-21, 1985).
351p. 4mf. L1 ED 265 831
Fifth Generation Computers: Their Implications for Further Education. An Occasional Paper.
65p. 1mf. L1 ED 265 373
Microcomputers in Alberta Schools--1985. A Final Report on the Results of a Resource Survey of Alberta Schools.
73p. 1mf. L1 ED 265 834
Minimum Computer Knowledge for Elementary Principals.
16p. 1mf. L1 ED 265 616
Requiring Microcomputers in Community Colleges.
9p. 1mf. L1 ED 265 907
Use of the Computer in Louisiana Schools. Fourth Annual Report. Bulletin 1679, Revised.
139p. 2mf. L1 ED 265 829
Use of the Computer in Louisiana Schools. Bulletin 1679.
26p. 1mf. L1 ED 265 828

Computer Managed Instruction
Computer-Assisted Instruction: The Microcomputer as an Electronic Teacher's Aide.
9p. 1mf. L1 ED 265 706
Expert Systems and Special Education.
16p. 1mf. L1 ED 265 686
Vocational Education as an Innovation in the Republic of China--Computerization of School Administration.
28p. 1mf. L1 ED 265 402

Computer Networks
Use of Computer Networks in Data Gathering and Data Analysis.
14p. 1mf. L1 ED 265 883

Computer Oriented Programs
Acquiring, Representing, and Evaluating a Competence Model of Diagnostic Strategy.
97p. 2mf. L1 ED 266 178
Implementing Computer Integrated Manufacturing Technician Program.
14p. 1mf. L1 ED 265 394
Implementing Microcomputers in Academic Departments: Changing the Face of Academic and Administrative Life at the University of California, Santa Barbara.
12p. 1mf. L1 ED 265 767
MICRO-VERS, Micro-computer Software for the Vocational Education Reporting System. User's Guide and Reference Manual. Version 3.1. Apple II.
175p. 2mf. L1 ED 265 293
MICRO-VERS, Micro-computer Software for the Vocational Education Reporting System. Version 3.1. Radio Shack TRS-80 Model III.
176p. 2mf. L1 ED 265 294
Modifying Commercial Software Yourself to Match Your Reading Instruction.
9p. 1mf. L1 ED 265 495
Social vs. Clinical Perspectives on the Use of Information: Implications for School-based Information Systems. Systemic Evaluation Project.
33p. 1mf. L1 ED 266 155
Studying Parental Decision Making with Micro-Computers: The CPSI Technique.
15p. 1mf. L1 ED 266 184
Technology and Distance Education.
7p. 1mf. L1 ED 265 639
Vocational Education as an Innovation in the Republic of China--Computerization of School Administration.
28p. 1mf. L1 ED 265 402

Computer Science
Applied Studies in Computerized Diagnostic Testing: Implications for Practice. Diagnostic Testing Project.
22p. 1mf. L1 ED 266 157

Computer Science Education
Fifth Generation Computers: Their Implications for Further Education. An Occasional Paper.
65p. 1mf. L1 ED 265 373
PEER Report Card: Update on Women and Girls in America's Schools--A State-by-State Survey. PEER Policy Paper #4.
20p. 1mf. L2 ED 266 078

Computer Software
Computers in the Gym: Friends and Assistants.
21p. 1mf. L1 ED 265 846
Developing Instructional Applications at the Secondary Level. The Computer as a Tool.
50p. 1mf. L1 ED 265 850
Micro-CAI in Education: Some Considerations.
24p. 1mf. L1 ED 265 843
Microcomputer Analysis of Children's Language Samples.
39p. 1mf. L1 ED 265 678
Modifying Commercial Software Yourself to Match Your Reading Instruction.
9p. 1mf. L1 ED 265 495
One Key LOGO and Hands-On Activity Cards.
121p. 2mf. L2 ED 265 833
Research Study to Determine the Effects of Early Keyboard Use upon Student Development in Occupational Keyboarding. Final Report of Research.
60p. 1mf. L1 ED 265 367
Study of Analogy and Person in Computer Documentation. Preliminary Report.
32p. 1mf. L1 ED 265 837
Words: A Microcomputer Program for Teaching and Testing Students' Sight Word Vocabulary.
17p. 1mf. L1 ED 265 842

Computer Uses in Education
Computers in the Gym: Friends and Assistants.
21p. 1mf. L1 ED 265 846
Extending the Human Mind: Computers in Education. Proceedings of the Annual Summer Computer Conference (4th, Eugene, Oregon, August 19-21, 1985).
351p. 4mf. L1 ED 265 831
Microcomputers in Alberta Schools--1985. A Final Report on the Results of a Resource Survey of Alberta Schools.
73p. 1mf. L1 ED 265 834
Microcomputers in Schools, 1984-85. A Comprehensive Survey and Analysis.
130p. 2mf. L1 ED 265 822
Minimum Computer Knowledge for Elementary Principals.
16p. 1mf. L1 ED 265 616
Teaching Early Childhood Educators and Other Adults How to Use Computers.
3p. 1mf. L1 ED 265 935
Use of the Computer in Louisiana Schools. Bulletin 1679.
26p. 1mf. L1 ED 265 828

Computers
Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64.
53p. 1mf. L1 ED 265 776
Fifth Generation Computers: Their Implications for Further Education. An Occasional Paper.
65p. 1mf. L1 ED 265 373

Concept Formation
Reconceptualization of Empathy and Its Role in Interpersonal Communication.
33p. 1mf. L1 ED 265 584

Concept Teaching
Teaching Generalizations Using a Computer-Based Drill Strategy.
51p. 1mf. L1 ED 265 847

Conflict Resolution
Community Intergroup Conflict Resolution Guide.
36p. 1mf. L1 ED 266 198
Creative Conflict Solving for Kids, Grades 4-9. Second Edition.
80p. 1mf. L2 ED 266 053
Intraorganizational Conflict in Schools.
29p. 1mf. L1 ED 265 625
Topicality 1 and Topicality 2: A Quest for True Meaning.
22p. 1mf. L1 ED 265 573

Congress 99th
Federal Role in Addressing the Tragedy of Youth Suicide. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on Adequacy of Current Federal Research and Prevention Efforts and the Role of the Office of Juvenile Justice and Delinquency Prevention in Youth Suicides.
106p. 2mf. L1 ED 265 485

Congruence (Psychology)
Holland's Theory and Person-Environment Interactions.
18p. 1mf. L1 ED 265 478
On Gender Roles and Perception of Maladjustment.
22p. 1mf. L1 ED 265 482

Conservation (Environment)
Civilian Conservation Corps and the National Park Service, 1933-1942: An Administrative History.
293p. 4mf. L1 ED 266 012
National Parks: Shaping the System.
115p. 2mf. L1 ED 266 013

Conservation Education
Energy and Resource Conservation. Minimum Standards Leadership Series 1985.
78p. 1mf. L1 ED 266 042

Conservatism
Rise and Fall of the Social Science Curriculum Project in Iceland, 1974-84: Reflections on Reason and Power in Educational Progress.
61p. 1mf. L1 ED 266 083

Consortia
Comprehensive Model: Vocational Preparation for Learning Disabled and Behaviorally Disordered Students and Vocational Assessment and Transition Objectives.
98p. 2mf. L1 ED 265 727

Construction (Process)
Residential Carpentry.
1147p. 12mf. L2 ED 265 418

Consultants
Community Intergroup Conflict Resolution Guide.
36p. 1mf. L1 ED 266 198

Consultation Programs
College-Based Research and Services Unit: One Face of Research Consulting in Universities.
12p. 1mf. L1 ED 265 815

Consumer Protection
Analyzing the Various Approaches of Plain Language Laws. CDC Technical Report No. 29.
21p. 1mf. L1 ED 265 565

Content Analysis
Contexts for Learning to Write: Studies of Secondary School Instruction. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
224p. mf. L3 ED 265 558

Content Area Reading
Graphic Climate in History Class: The Perceptions of Seventh and Eleventh Graders.
18p. 1mf. L1 ED 265 518
Nonfiction.
106p. 2mf. L1 ED 265 560
Writing and Reading across the Curriculum; Proceedings of the Claremont Reading Conference (52nd, Claremont, California, March 22-23, 1985). Forty-Ninth Yearbook.
276p. mf. L3 ED 265 503

Content Area Writing
Contexts for Learning to Write: Studies of Secondary School Instruction. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
224p. mf. L3 ED 265 558
Writing and Reading across the Curriculum; Proceedings of the Claremont Reading Conference (52nd, Claremont, California, March 22-23, 1985). Forty-Ninth Yearbook.
276p. mf. L3 ED 265 503

Contests
Coaching Strategies in Contest Rhetorical Criticism.
17p. 1mf. L1 ED 265 588
Competitive Atmosphere: Its Effects on Forensic Speeches.
16p. 1mf. L1 ED 265 589

Context Effect
Context and Continuity: Changing Perspectives on Children.
18p. 1mf. L1 ED 265 952
New Directions in Studying Children. Speeches from the Conference of the Erikson Institute (Chicago, Illinois, April 29-30, 1983).
72p. 1mf. L1 ED 265 951

Continuing Education
Articulation of TAFE Middle-Level and Higher Education Courses in Australia.
267p. 3mf. L1 ED 265 297
Continuing Education and Cultural Activities of the University of British Columbia, 1984-1985. A Report to the President, the Senate, and the Board of Governors.
61p. 1mf. L1 ED 265 766
Issues in TAFE.
243p. 3mf. L1 ED 265 295
Non-Credit Instructional Activities, January 1, 1985 Through June 30, 1985 with Trend Information for 1983, 1984 and 1985. State University of New York. Office of Institutional Research Research Report No. 20-85A.
375p. 4mf. L1 ED 265 768
Priority of Continuing Education Courses: Rigor or Marketing.
8p. 1mf. L1 ED 265 290

Contraception
Radical Press and the Beginning of the Birth Control Movement in the United States.
31p. 1mf. L1 ED 265 559

Contracts
Aggreement between Fairleigh Dickinson University and Fairleigh Dickinson University Council of American Association of University Professors Chapters. November 5, 1984-August 21, 1986.
189p. 2mf. L1 ED 265 788
Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors, 1985-88.
96p. 1mf. L1 ED 265 789
Agreement between the Administration of St. John's University, New York, and the St. John's Chapter of the American Association of University Professors, 1984-1987.
60p. 1mf. L1 ED 265 790
Agreement. Central State University and the American Association of University Professors, Central State University Chapter. 1985-1988.
86p. 1mf. L1 ED 265 787

Controversial Issues (Course Content)
Vietnam in the Classroom: Fact, Fiction and Truth.
10p. 1mf. L1 ED 265 912

Convergent Thinking
Effect of Response Widening and Response Narrowing on IQ and Problem Solving.
13p. 1mf. L1 ED 265 976

Conversational Language Courses
Gikuyu ni Kioigire: A First Course in Kikuyu. 2: Aria-i na Aagikuyu: An Introduction to Kikuyu Conversation.
331p. 4mf. L1 ED 265 734
Gikuyu ni Kioigire: A First Course in Kikuyu. 1: Wirute Gikuyu.
359p. 4mf. L1 ED 265 733

Cooking Instruction
Mix It! Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 351
Use of a Microwave Oven. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 349

Cooks
Can You See the Taste? Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 346
What a Joint. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 350

Cooperation
Facilitating Collaboration between the Clergy and Self-Help.
27p. 1mf. L1 ED 265 432

Cooperative Education
Collaboration in Education and Employment: What It Takes To Make It Work. Annual Policy Forum Proceedings (Columbus, Ohio, October 29-31, 1985).
100p. 2mf. L1 ED 265 415
Montana Cooperative Education Handbook.
137p. 2mf. L1 ED 265 370

Cooperative Institutional Research Program
American Freshman: National Norms for Fall 1985.
249p. 3mf. L2 ED 265 778

Cooperative Programs
Administrator Inservice: Designing, Developing, and Delivering a Unique Institution of Higher Education (IHE), Local Education Agency (LEA), Partnership Program.
16p. 1mf. L1 ED 265 647
Collaboration in Education and Employment: What It Takes To Make It Work. Annual Policy Forum Proceedings (Columbus, Ohio, October 29-31, 1985).
100p. 2mf. L1 ED 265 415
Community Colleges and Industry: Rationale for a Relationship.
13p. 1mf. L1 ED 265 909
Credit and Attendance Alternatives for a Competency-Based Instructional Program.
117p. 2mf. L1 ED 265 660
Educational Training in a Pre-Release Correctional Center/A Collaborative Model.
14p. 1mf. L1 ED 265 391
Montana Cooperative Education Handbook.
137p. 2mf. L1 ED 265 370

Cooperatives
Education and Worker Co-operatives. Some Perspectives of the Australian TAFE Connection.
29p. 1mf. L1 ED 265 296

Coordination
Redesigning and Expanding the Lower School Parent Volunteer Program to Increase Participation and Participant Satisfaction.
177p. 2mf. L1 ED 265 924

Coping
Strategies for Coping with Stress and Chronic Pain.
11p. 1mf. L1 ED 265 467

Corals
Coral Taxonomy. Results and Recommendations of a Regional Unesco (COMAR)/UNEP Workshop with Advanced Training (Phuket Marine Biological Centre, Thailand, February 10-26, 1984). Unesco Reports in Marine Science No. 33.
53p. 1mf. L2 ED 266 015

Core Curriculum
Effective Practices in Indian Education. Curriculum Monograph. A Monograph for Using and Developing Culturally Appropriate Curriculum for American Indian Students.
294p. 4mf. L1 ED 266 002

Corporate Support
School-to-Work Transition: Proceedings of the Conference of the University/Urban Schools National Task Force (7th, Washington, D.C., November 1-2, 1985).
130p. 2mf. L1 ED 266 200

Correctional Education
Education in Correctional Settings. A Guide for Developing Quality Vocational and Adult Basic Education Programs.
126p. 2mf. L1 ED 265 412
Educational Training in a Pre-Release Correctional Center/A Collaborative Model.
14p. 1mf. L1 ED 265 391
Formative Evaluation of the Computer-Assisted Learning Pilot Project in Canadian Federal Penitentiary Schools. August 1983-March 1984.
88p. 1mf. L1 ED 265 387

Correctional Rehabilitation
Educational Training in a Pre-Release Correctional Center/A Collaborative Model.
14p. 1mf. L1 ED 265 391

Correlation
Effect of the Violation of the Assumption of Independence When Combining Correlation Coefficients in a Meta-Analysis.
22p. 1mf. L1 ED 266 151

Correspondence Study
Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
70p. 1mf. L1 ED 266 004

Cost Effectiveness
Cataract Surgery: Fraud, Waste, and Abuse. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.
104p. 2mf. L2 ED 265 468
Community Options Program: An Evaluation of Program Operations during 1982 and 1983.
209p. 3mf. L1 ED 265 454
Using Cost-Benefit Analysis to Determine Profitability of Secondary Vocational Programs.
23p. 1mf. L1 ED 265 384

Cost Estimates
Tools of the Trade. Youth Training Scheme. Core Exemplar Work Based Project.
25p. 1mf. L1 ED 265 332

Costs
Improving Child Care Services: What Can Be Done? Hearings before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session. (September 5, 6, 1984).
953p. 10mf. L1 ED 265 921
International Cooperation in Big Science: High Energy Physics. Science Policy Study--Hearings Volume 4. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 25, 1985).
1101p. 12mf. L1 ED 266 034

Council of Outdoor Educators of Ontario
Conference '85. Council of Outdoor Educators of Ontario. Proceedings (15th, London, Ontario, Canada, September 25-29, 1985).
44p. 1mf. L1 ED 265 984

Counseling Effectiveness
Counseling at the Crossroads: Obstacles, Opportunities, and Options.
36p. 1mf. L1 ED 265 423

Counseling Objectives
Academic Advising in the Community College.
16p. 1mf. L1 ED 265 904
Clinical Aspects of Assessment and Intervention with Resistant Clients.
18p. 1mf. L1 ED 265 450

Counseling Services
Suicide: Theory, Identification, and Counseling Strategies. Searchlight Plus: Relevant Resources in High Interest Areas.
162p. 2mf. L1 ED 265 464

Counseling Techniques
Counseling College Students through Their Individual Learning Styles.
109p. 2mf. L1 ED 265 455
Counseling the Disabled Reader.
11p. 1mf. L1 ED 265 689
Counselling Model for Managers in Further and Higher Education. Coombe Lodge Working Paper. Information Bank Number 1737.
9p. 1mf. L1 ED 265 486
Helplessness, Pseudohelplessness and Psychotherapy.
28p. 1mf. L1 ED 265 424
Marginal Performance--A TA Model for Counselling and Appraising. Coombe Lodge Working Paper. Information Bank Number 1752.
8p. 1mf. L1 ED 265 487
Strategies for Serving Deaf-Blind Clients: Institute on Rehabilitation Issues (11th, San Antonio, Texas, June 1984).
163p. 2mf. L1 ED 265 729

Counseling Theories
Theories of Career Development and the Practice Career Counseling: Will They Ever Get Together?
13p. 1mf. L1 ED 265 421

Counselor Attitudes
On Gender Roles and Perception of Maladjustment.
22p. 1mf. L1 ED 265 482

Counselor Client Relationship
Clinical Aspects of Assessment and Intervention with Resistant Clients.
18p. 1mf. L1 ED 265 450
Helplessness, Pseudohelplessness and Psychotherapy.
28p. 1mf. L1 ED 265 424

Counselor Educators
Perceptions of Women and Men in Counselor Education About Writing for Publication.
15p. 1mf. L1 ED 265 445

Counselor Role
Counseling at the Crossroads: Obstacles, Opportunities, and Options.
36p. 1mf. L1 ED 265 423
Counselling Model for Managers in Further and Higher Education. Coombe Lodge Working Paper. Information Bank Number 1737.
9p. 1mf. L1 ED 265 486
Marginal Performance--A TA Model for Counselling and Appraising. Coombe Lodge Working Paper. Information Bank Number 1752.
8p. 1mf. L1 ED 265 487

Counselor Training
Counseling at the Crossroads: Obstacles, Opportunities, and Options.
36p. 1mf. L1 ED 265 423
Theories of Career Development and the Practice Career Counseling: Will They Ever Get Together?
13p. 1mf. L1 ED 265 421

Course Content
Teaching Doctor-Patient Interviewing in Physical Diagnosis.
45p. 1mf. L1 ED 265 574
Teaching Production Courses: A Survey of Course Content and Structure.
12p. 1mf. L1 ED 265 593
V-TECS Guide for Electronics Mechanic.
303p. 4mf. L1 ED 265 371

Course Descriptions
General Biology Syllabus.
82p. 1mf. L1 ED 266 008

Course Organization
V-TECS Guide for Electronics Mechanic.
303p. 4mf. L1 ED 265 371

Courseware
"Successful" Teachers' Patterns of Microcomputer-Based Mathematics and Science Instruction. A RAND Note.
262p. 3mf. L2 ED 265 838
(Continued)

Courseware (Continued)
Adventure Games in the Reading Curriculum: Problems and Potential. 22p. 1mf. L1 ED 265 491
Designing Videodisc-Based Courseware for the High School. 26p. 1mf. L1 ED 265 844
Microcomputers in Alberta Schools--1985. A Final Report on the Results of a Resource Survey of Alberta Schools. 73p. 1mf. L1 ED 265 834

Court Litigation
Supreme Court on Special Education: An Update. 9p. 1mf. L2 ED 265 723
Tort Liability and Risk Management in Adventure Education. 25p. 1mf. L1 ED 265 998

Creative Development
Literature for Use with Gifted Children. 24p. 1mf. L1 ED 265 721

Creative Dramatics
Drama in the Classroom: What Now? 91p. 1mf. L1 ED 265 547

Creative Thinking
Implementation of Strategies to Improve the Creative Behaviors of Prospective Preschool Teachers. 82p. 1mf. L1 ED 265 972

Creative Writing
Moving Windows: Evaluating the Poetry Children Write. 180p. mf. L3 ED 265 566
Poetry in the Classroom. 101p. 2mf. L2 ED 265 549

Creativity
Creativity and Self-Concepts in First-Grade Children: Is There a Link? 19p. 1mf. L1 ED 265 675
Social Influences on Creativity: Interactive Effects of Reward and Choice. 17p. 1mf. L1 ED 265 705

Credit Alternatives
Credit and Attendance Alternatives for a Competency-Based Instructional Program. 117p. 2mf. L1 ED 265 660

Credits
Credit and Attendance Alternatives for a Competency-Based Instructional Program. 117p. 2mf. L1 ED 265 660

Crime
Crime and the Hispanic Elderly. 20p. 1mf. L1 ED 265 459

Crime Prevention
Achieving Reasonable Campus Security. Self-Regulation Initiatives: Resource Documents for Colleges and Universities, No. 2. 6p. 1mf. L1 ED 265 774
Making a Difference: Young People in Community Crime Prevention. 143p. 2mf. L2 ED 265 473

Crisis Intervention
Children and Crises: A Developmental Guidance Approach. 25p. 1mf. L1 ED 265 448
Suicide Management Plan--Post Suicide Response. 23p. 1mf. L1 ED 265 437

Criteria
Current Practices in Diagnosing the Mentally Retarded. 14p. 1mf. L1 ED 265 688

Criterion Referenced Tests
Assessing Instructional Outcomes. 68p. 1mf. L1 ED 266 175

Critical Period
Sensitive Period Hypothesis: A Review of Literature Regarding Acquisition of a Native-Like Pronunciation in a Second Language. 20p. 1mf. L1 ED 265 745

Critical Theory
Early Childhood Educator's Knowledge Base: A Reconsideration. 29p. 1mf. L1 ED 265 974

Critical Thinking
Cognitive Domain: The Last Frontier. Final Report of the Regional Study Award Project. 14p. 1mf. L1 ED 265 496
Critical Thinking and Education Reform. 59p. 1mf. L1 ED 265 614
Critical Thinking and Educational Reform; The Emerging Revolution. 23p. 1mf. L1 ED 266 058
Critical Thinking Skills. Analysis and Action Series. 49p. 1mf. L2 ED 265 501
Essays on the Intellect. 154p. 2mf. L2 ED 266 131
Role of the Future Homemakers of America Student Organization in Facilitating the Development of Critical Thinking Skills. 17p. 1mf. L1 ED 265 397

Cross Cultural Studies
Effect of Visual and Verbal Strategies on Children's Solutions of Figured Matrices in Japan and the United States. 29p. 1mf. L1 ED 266 194
World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Educators Based on the Work of Participants in the UN Fellowship Programme for Educators (1975-1981) and the UNESCO Associated Schools Project. 248p. 3mf. L2 ED 266 047

Cubans
Cuban Elderly and Their Service Utilization Behavior. 24p. 1mf. L1 ED 265 458

Cues
Sequential Processes in Image Generation: An Objective Measure. Technical Report #6. 68p. 1mf. L1 ED 266 188

Cultural Activities
Continuing Education and Cultural Activities of the University of British Columbia, 1984-1985. A Report to the President, the Senate, and the Board of Governors. 61p. 1mf. L1 ED 265 766

Cultural Awareness
Current Crisis in Literary Education. 11p. 1mf. L1 ED 265 572

Cultural Background
Africatown, U.S.A. Some Aspects of Folklife and Material Culture of an Historic Landscape. 38p. 1mf. L1 ED 266 217
Handbook for Teachers of Haitian Students in New Jersey. 135p. 2mf. L1 ED 266 227

Cultural Differences
Cultural Variations in Family Beliefs about Children's Performance in Mathematics: Comparisons among the People's Republic of China, Chinese-American, and Caucasian-American Families. 46p. 1mf. L1 ED 265 962
Power for the Future: Women in the 1980s. UNICEF News, Issue 122. 37p. 1mf. L1 ED 266 062
Review of Multicultural and Migrant Education. 160p. 2mf. L2 ED 266 208

Cultural Education
Interrelationship between One's View of Man, Culture and Curriculum. 10p. 1mf. L1 ED 265 956

Cultural Influences
Cultural Context for Japanese Education. 6p. 1mf. L1 ED 266 049
Effective Practices in Indian Education. Curriculum Monograph. A Monograph for Using and Developing Culturally Appropriate Curriculum for American Indian Students. 294p. 4mf. L1 ED 266 002
Human Development: The Early Years. 45p. 1mf. L1 ED 265 960
New Directions in Studying Children. Speeches from the Conference of the Erikson Institute (Chicago, Illinois, April 29-30, 1983). 72p. 1mf. L1 ED 265 951
Socio-Cultural Approach to the Study of Re-Mediation. 19p. 1mf. L1 ED 265 955
Written Language and Psychological Development. 191p. mf. L3 ED 265 557

Cultural Pluralism
Directory of Australian Multicultural Films and Videos. A Resource Guide for Community Groups, Teachers, Film-makers, Researchers, Librarians. 140p. 2mf. L2 ED 266 209

Cultural Traits
Indochinese Refugees: An Administrator's Handbook. 40p. 1mf. L1 ED 266 210
Working with Patients from Other Cultures: Recent References for the Health Professional. 25p. 1mf. L1 ED 266 231

Culture Based Curriculum
Effective Practices in Indian Education. Curriculum Monograph. A Monograph for Using and Developing Culturally Appropriate Curriculum for American Indian Students. 294p. 4mf. L1 ED 266 002

Current Population Survey
Persons of Spanish Origin in the United States: March 1985 (Advance Report). 8p. 1mf. L1 ED 266 224

Curricular Debate
Issues in the Curriculum. 42p. 1mf. L1 ED 265 928

Curriculum Alignment
Curriculum Alignment: Topic Summary Report. Research on School Effectiveness Project. 14p. 1mf. L1 ED 265 631

Curriculum Design
Courses on Population and Development: Aspects of Technical Co-operation. 61p. 1mf. L2 ED 266 048
Establishing a Primary Level School of Spanish. 19p. 1mf. L1 ED 265 742
Guide to Curriculum Planning: Purpose and Procedures. Bulletin No. 6095. 93p. 1mf. L1 ED 265 666
Making Silk Purses Out of Sows Ears: An Overview of the Communication Arts Curriculum at George Fox College. 11p. 1mf. L1 ED 265 580
Negotiating the Curriculum. Tutors and Students. Coombe Lodge Working Paper. Information Bank Number 1968. 27p. 1mf. L1 ED 265 303

Curriculum Development
Academic Tasks and Research in Science Teaching. 17p. 1mf. L1 ED 266 010
Are We Really Teaching Occupational Analysis? 28p. 1mf. L1 ED 265 393
ASHE Reader on Academic Programs in Colleges and Universities. 393p. mf. L3 ED 265 779
Career Education Program for Exceptional Students: An Implementation Guide. 128p. 2mf. L1 ED 265 352
Changing Functions of Higher Education: Implications for Innovation. Reports from the 1984 OECD/Japan Seminar on Higher Education. 235p. 3mf. L1 ED 265 756
Comprehensive Model: Vocational Preparation for Learning Disabled and Behaviorally Disordered Students and Vocational Assessment and Transition Objectives. 98p. 2mf. L1 ED 265 727
Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Two/Three. First Interim Report. 106p. 2mf. L1 ED 265 869
Developing Instructional Applications at the Secondary Level. The Computer as a Tool. 50p. 1mf. L1 ED 265 850
Effective Practices in Indian Education. Curriculum Monograph. A Monograph for Using and Developing Culturally Appropriate Curriculum for American Indian Students. 294p. 4mf. L1 ED 266 002
Efforts in Universalization of Primary Education: The Case of Bangladesh. Occasional Papers Series, Number 12. 78p. 1mf. L2 ED 266 072
Energy and Resource Conservation. Minimum Standards Leadership Series 1985. 78p. 1mf. L1 ED 266 042
Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students. 88p. 1mf. L1 ED 266 006
Essays on the Intellect. 154p. 2mf. L2 ED 266 131
Forging New Challenges in Curriculum. 14p. 1mf. L1 ED 265 420
Guide to Curriculum Planning: Purpose and Procedures. Bulletin No. 6095. 93p. 1mf. L1 ED 265 666
Guidelines for Implementing an Honors Program in Communication. 25p. 1mf. L1 ED 265 608
Implementing Computer Integrated Manufacturing Technician Program. 14p. 1mf. L1 ED 265 394
International Study of the Impact of New Information Technologies on Curriculum and Institutional Structures. 46p. 1mf. L1 ED 265 873
Issues in the Curriculum. 42p. 1mf. L1 ED 265 928
Make More Time for Laughter in a Preschool Setting. 100p. 2mf. L1 ED 265 971
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (59th, San Francisco, California, March 28-31, 1986). 193p. 3mf. L1 ED 266 044
Principals Guide to Instructional Television in the Classroom. 59p. 1mf. L2 ED 265 836
Research and the Improvement of Teaching: The Professor as the Problem. 58p. 1mf. L1 ED 266 114
Technology Demonstration Program: Final 1984-85 Evaluation Report. Technology Demonstration Sites: Case Studies and Technology Report, Part A, Sections 11-15 and 17-20. 201p. 3mf. L1 ED 265 839

Curriculum Enrichment
Transition Time: Make It a Learning Time. 14p. 1mf. L1 ED 265 943

Curriculum Problems
Making Child Development Relevant for All Children: Implications for Teacher Education. 19p. 1mf. L1 ED 265 929
Forging New Challenges in Curriculum. 14p. 1mf. L1 ED 265 420

Cursive Writing
Evaluating the Difficulty of Cursive, Manuscript, Italic and D'Nealian Handwriting. 28p. 1mf. L1 ED 265 539
Evaluation of the Speed and Legibility of Italic Handwriting. 25p. 1mf. L1 ED 265 540
Kindergarten Performance for Reading and Matching Four Styles of Handwriting. 17p. 1mf. L1 ED 265 536

Cutting Tools
Cutting Tools. Youth Training Scheme. Core Exemplar Work Based Project. 26p. 1mf. L1 ED 265 338

D Nealian (Handwriting)
Evaluation of the Speed and Legibility of Italic Handwriting. 25p. 1mf. L1 ED 265 540

D Nealian Manuscript
Evaluating the Difficulty of Cursive, Manuscript, Italic and D'Nealian Handwriting. 28p. 1mf. L1 ED 265 539
Kindergarten Performance for Reading and Matching Four Styles of Handwriting. 17p. 1mf. L1 ED 265 536

Daily Living Skills
Your New Life in the United States. Chinese Edition. 219p. 3mf. L1 ED 265 751
Your New Life in the United States. Hmong Edition. 221p. 3mf. L1 ED 265 750
Your New Life in the United States. Khmer Edition. 222p. 3mf. L1 ED 265 748
Your New Life in the United States. Lao Edition. 220p. 3mf. L1 ED 265 749
Sach Huong Dan Nguoiti Nan O Hoa Ky (Your New Life in the United States). Vietnamese Edition. 218p. 3mf. L1 ED 265 752
Speaking With Us. 59p. 1mf. L1 ED 265 744
Undergraduates as Adult Communicators: A Life Skills Model for Curriculum Change. 13p. 1mf. L2 ED 265 601

Dairy Farmers
Dairy Health. Youth Training Scheme. Core Exemplar Work Based Project. 23p. 1mf. L1 ED 265 323
Recording Milk Yield on a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project. 21p. 1mf. L1 ED 265 329

Data
Specificity of Information in Data-Based Decision Making in Schools. Systemic Evaluation Project. Final Report. 43p. 1mf. L1 ED 266 158

Data Analysis
Use of Computer Networks in Data Gathering and Data Analysis. 14p. 1mf. L1 ED 265 883

Data Collection
Education. Louisiana MSRTS Manual. Bulletin 1712. 178p. 2mf. L1 ED 265 980
Failing to Turn Up: A Statistical Analysis. Youth Training Scheme. Core Exemplar Work Based Project. 21p. 1mf. L1 ED 265 311
Health. Louisiana MSRTS Manual. Bulletin 1711. 64p. 1mf. L1 ED 265 979
Personal Interview as a Data Collection Technique. 15p. 1mf. L1 ED 265 381
Program Assessment--A Canadian Example. The British Columbia Institute of Technology. Coombe Lodge Working Paper. Information Bank Number 1720. 115p. 2mf. L1 ED 265 300
Use of Computer Networks in Data Gathering and Data Analysis. 14p. 1mf. L1 ED 265 883

Database Producers
New Directions in Library and Information Science Education. Final Report. Volume 2.5: Database Producer Professional Competencies. 105p. 2mf. L1 ED 265 858

Databases
Improvement of Occupational Education in Maryland. A Progress Report, Fiscal Year 1985. 23p. 1mf. L1 ED 265 900
MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. Version 3.1. Radio Shack TRS-80 Model III. 176p. 2mf. L1 ED 265 294
MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. User's Guide and Reference Manual. Version 3.1. Apple II. 175p. 2mf. L1 ED 265 293
New Directions in Library and Information Science Education. Final Report. Volume 2.6: Database Distributor/Service Professional Competencies. 24p. 1mf. L1 ED 265 859
New Directions in Library and Information Science Education. Final Report. Volume 2.5: Database Producer Professional Competencies. 105p. 2mf. L1 ED 265 858
Technical Report on the Prospective Student Inquiry Data File and Information System at California State University, Chico. 25p. 1mf. L1 ED 265 826

Day Care
Child Care in the Public Schools: Incubator for Inequality? 35p. 1mf. L2 ED 265 969
Child Care: Exploring Private and Public Sector Approaches. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session (Irving, TX). 179p. 2mf. L1 ED 265 922
Children, Get a Headstart on the Road to Good Nutrition. 728p. 8mf. L1 ED 265 950
Factors Influencing Parent-Toddler Affiliative Interaction: Implications for Child Care Programming. 16p. 1mf. L1 ED 265 944
How to Evaluate your ECS Program (1984). 36p. 1mf. L1 ED 265 961
Improving Child Care Services: What Can Be Done? Hearings before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session. (September 5, 6, 1984). 953p. 10mf. L1 ED 265 921

Day Care Centers
Studies of Day Care Center Climate and Its Effect on Children's Social and Emotional Behavior. 15p. 1mf. L1 ED 265 934
Which Is Better for Young Children - Family Day Care or Center Care? 36p. 1mf. L1 ED 265 932

Deacidification
Paper Preservation: Nature, Extent, & Recommendations. Occasional Papers. Number 171. 79p. 1mf. L2 ED 265 877

Deaf Blind
Strategies for Serving Deaf-Blind Clients: Institute on Rehabilitation Issues (11th, San Antonio, Texas, June 1984). 163p. 2mf. L1 ED 265 729

Deafness
Deaf Children's Acquisition of Prereading Skills Using the Reciprocal Teaching Procedure. Technical Report No. 350. 27p. 1mf. L1 ED 265 523
Interfering with Sentence Comprehension in the Deaf. 8p. 1mf. L1 ED 265 681

Death
Attitudes Toward Death Across the Life Span. 19p. 1mf. L1 ED 265 449
Hospice Concept: Health Occupation 305. 46p. 1mf. L1 ED 265 891

Debate
Academic and Practical Values of Debating. 17p. 1mf. L1 ED 265 586
Competing in Host School Tournaments. 12p. 1mf. L1 ED 265 606
Topicality 1 and Topicality 2: A Quest for True Meaning. 22p. 1mf. L1 ED 265 573

Debate Coaches
Competing in Host School Tournaments. 12p. 1mf. L1 ED 265 606

Debate Tournaments
Competing in Host School Tournaments. 12p. 1mf. L1 ED 265 606
Who Should Judge CEDA Debate? 21p. 1mf. L1 ED 265 607

Deception
Deception: A Dramatistic Review of the Research towards a New Theoretical Model. 33p. 1mf. L1 ED 265 611

Decision Making
Clinicians' Use of Explanation and Counterexplanation in a Judgment Task. 16p. 1mf. L1 ED 265 434
Critical Thinking Skills. Analysis and Action Series. 49p. 1mf. L2 ED 265 501
Developing a Management Information System. 15p. 1mf. L1 ED 265 870
Diagnostic and Prescriptive Skills of Teachers and Related Specialists. 26p. 1mf. L1 ED 265 502
Documenting Evaluation Use: Guided Evaluation Decisionmaking. Evaluation Productivity Project. 81p. 1mf. L1 ED 266 154
Planning for Quality and Efficiency in Higher Education. 19p. 1mf. L1 ED 265 757
Policy Analysis and Simulation System for Educational Institutions. 13p. 1mf. L1 ED 265 632
Science in the Political Process. Science Policy Study--Hearings Volume 8. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 25, 26, 1985). No. 47. 181p. 2mf. L1 ED 266 030
Specificity of Information in Data-Based Decision Making in Schools. Systemic Evaluation Project. Final Report. 43p. 1mf. L1 ED 266 158
Studying Parental Decision Making with Micro-Computers: The CPSI Technique. 15p. 1mf. L1 ED 266 184

Declining Enrollment
Declining Enrollments. 35p. 1mf. L1 ED 265 624

Decoding (Reading)
Reading Research: Advances in Theory and Practice. Volume 5. 356p. mf. L3 ED 265 505

Definitions
Education of Behavior Disordered Students. Report of the West Virginia Task Force. 471p. 5mf. L1 ED 265 696
Strategies for Serving Deaf-Blind Clients: Institute on Rehabilitation Issues (11th, San Antonio, Texas, June 1984). 163p. 2mf. L1 ED 265 729
Use of Teacher-Judgment Measures in the Identification of Gifted Pupils. 49p. 1mf. L1 ED 265 679

Degree Requirements
Recent Changes in Teacher Education Programs. Higher Education Panel Report Number 67. 44p. 1mf. L1 ED 266 126
Requirements for Preparing Regular Class Elementary Teachers for Education of Exceptional Children. 14p. 1mf. L1 ED 265 674

Degrees (Academic)
Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume II: Appendices. 174p. 2mf. L1 ED 265 899
College and University Degrees Conferred, New York State, 1983-84. 17p. 1mf. L1 ED 265 772
Graduate Student Survey, 1983-1984 AIP Report. 14p. 1mf. L1 ED 265 758
Higher Education in Israel. Statistical Abstract, *1983/84*. 164p. 2mf. L1 ED 265 803
Profile of the Woman Engineer, 1984. 14p. mf. L3 ED 266 021

Deinstitutionalization (of Disabled)
Community Options Program: An Evaluation of Early Implementation Experience. 300p. 4mf. L1 ED 265 453
Community Options Program: An Evaluation of Program Operations during 1982 and 1983. 209p. 3mf. L1 ED 265 454

Delayed Speech
Modifiability of Maternal Language Use and Its Effect on Delayed Child Language Acquisition. 21p. 1mf. L1 ED 265 680

Delinquency
Implementation of Public Law 94-142 as It Relates to Handicapped Delinquents in the District of Columbia. Report to the Ranking Mintoriy Member, Committee on the District of Columbia, House of Representatives. 53p. 1mf. L1 ED 265 717

Delinquency Prevention
Delinquency Prevention in South Chicago. A Fifty-Year Assessment of the Chicago Area Project. 55p. 1mf. L2 ED 266 195

Delivery Systems
Community Options Program: An Evaluation of Early Implementation Experience. 300p. 4mf. L1 ED 265 453
Community Options Program: An Evaluation of Program Operations during 1982 and 1983. 209p. 3mf. L1 ED 265 454
Correlates of Home Health Care Services Use among the Elderly. 17p. 1mf. L1 ED 265 457
Crisis in Health Care: The Missouri Experience. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (Jefferson City, MO). 57p. 1mf. L1 ED 265 471
Education of Behavior Disordered Students. Report of the West Virginia Task Force. 471p. 5mf. L1 ED 265 696
Hospital Use by Children in the United States and Canada. Comparative International Vital and Health Statistics Reports. 76p. 1mf. L1 ED 265 474
Mental Health, United States 1985. 233p. 3mf. L1 ED 265 444
Vocational Training in the USSR. Coombe Lodge Working Paper. Information Bank Number 2023. 36p. 1mf. L1 ED 265 305

Demand Occupations
Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64. 53p. 1mf. L1 ED 265 776

Demography
Persons of Spanish Origin in the United States: March 1985 (Advance Report). 8p. 1mf. L1 ED 266 224
Population Analyses, Change and Education: Selected Resources on Population Trends, Planning and Policy, and Education. Population Dynamics for Colorado Educators. 187p. 2mf. L1 ED 266 066
Population Profile of the United States 1983/84. 55p. 1mf. L1 ED 266 222

Demonstration Programs
Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children, Part III. 113p. 2mf. L1 ED 265 703
Educational Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices. Twelfth Edition. 351p. 4mf. L2 ED 266 134
Technology Demonstration Program: Final 1984-85 Evaluation Report. Technology Demonstration Sites: Case Studies and Technology Report, Part A, Sections 11-15 and 17-20. 201p. 3mf. L1 ED 265 839

Department of Education
Federal Role in Education. An NEA Policy Paper. Revised Edition. 32p. 1mf. L1 ED 265 651

Departments
Faculty Activity Analysis in the Universidad Tecnica Del Estado Campuses. 475p. 5mf. L1 ED 265 765
Implementing Microcomputers in Academic Departments: Changing the Face of Academic and Administrative Life at the University of California, Santa Barbara. 12p. 1mf. L1 ED 265 767

Dependents
SEOG Funds. Information on the Distribution of SEOG Funds to Students. GAO Briefing Report to Congressional Requestors. 48p. 1mf. L1 ED 265 791

Dependents Schools
Physical Education for the Handicapped. 75p. 1mf. L1 ED 265 718

Desegregation Plans
School Desegregation Spurs First Housing Desegregation Gain in Forty Years in Louisville and Jefferson County. Three Decades of Increased Segregation Erased between 1970 and 1980. Staff Report 85-8. 53p. 1mf. L1 ED 266 204

Design
Architecture as a Metaphor for Development of Culturally Adapted Minority Education Programs. Final Report of the Regional Study Award Project. 12p. 1mf. L1 ED 266 176
Design. Youth Training Scheme. Core Exemplar Work Based Project. 22p. 1mf. L1 ED 265 340

Design Preferences
Redesigning and Testing a Work Order Form. CDC Technical Report No. 28. 38p. 1mf. L1 ED 265 564

Deterioration (Books)
Preservation and Restoration of Paper Records and Books: A RAMP Study with Guidelines. 121p. 2mf. L2 ED 265 878

Developing Nations
Adult and Non-Formal Education in the Third World: A Jamaican Perspective. Monographs on Comparative and Area Studies in Auult Education. 196p. 3mf. L1 ED 265 389
Challenges for Sub-Saharan Africa. Sir John Crawford Memorial Lecture (1st, Washington, DC, November 1, 1985). 49p. 1mf. L1 ED 266 061
Efforts in Universalization of Primary Education: The Case of Bangladesh. Occasional Papers Series, Number 12. 78p. 1mf. L2 ED 266 072
Power for the Future: Women in the 1980s. UNICEF News, Issue 122. 37p. 1mf. L1 ED 266 062
Radio for Literacy. A Reader on the Use of Radio in Literacy Programmes. For Use in Workshops of the German Foundation for International Development. Workshop Series. 413p. 5mf. L1 ED 265 372
Resource Guide for Information/Library Education in Developing Countries. 84p. 1mf. L1 ED 265 886
State of the World's Children, 1986. 99p. 2mf. L1 ED 265 926

Developmental Continuity
CLEP Fall 1985 College Administrators' Workshop. 53p. 1mf. L1 ED 266 180

Developmental Disabilities
Boatworks and Cleansweep: Mobile Work Crews for Adults with Developmental Disabilities. 128p. 2mf. L1 ED 265 692
Development of Speech Workshops and Videotape Library to Train Teachers and Parents of Exceptional Infants and Preschoolers. 155p. 2mf. L1 ED 265 713
Employability Project: The Employment of Persons with Developmental Disabilities. 23p. 1mf. L1 ED 265 693
Functional Ability Rating Scale (FARS): A Community Developed, Behaviorally Based Instrument Designed to Assess a Subject's Capabilities in Seven Areas of Major Life Activity. Technical Manual. 40p. 1mf. L1 ED 266 147
Learning to Work: Transitioning Youth with Developmental Disabilities. 70p. 1mf. L1 ED 265 691

Developmental Placement
When Curriculum Does Not Match Readiness. 8p. 1mf. L1 ED 265 947

Developmental Stages
Assessing Cognitive Levels in the Classroom. Final Report. 238p. 3mf. L1 ED 266 033
Children's Humor: A Cognitive-Developmental Perspective. 45p. 1mf. L1 ED 265 937
Parent Inventory of Child Development in Nonschool Environments. (Working Copy). 99p. 2mf. L1 ED 265 931

Developmental Studies Programs
Building Adaptable Basic Skills Models: Strategies for Surviving in the 80s. 21p. 1mf. L1 ED 265 919

Diabetes
Adjusting to Childhood Diabetes. 9p. 1mf. L1 ED 265 433

Diachronic Linguistics
Grammar and Good Taste: Reforming the American Language. 263p. mf. L3 ED 265 546

Diagnostic Skills
Diagnostic and Prescriptive Skills of Teachers and Related Specialists. 26p. 1mf. L1 ED 265 502

Diagnostic Teaching
Evolution of a Diagnostic Teacher: A Reflective Analysis. 21p. 1mf. L1 ED 266 141

Diagnostic Testing Project
Applied Studies in Computerized Diagnostic Testing: Implications for Practice. Diagnostic Testing Project. 22p. 1mf. L1 ED 266 157

Diagnostic Tests
Applied Studies in Computerized Diagnostic Testing: Implications for Practice. Diagnostic Testing Project. 22p. 1mf. L1 ED 266 157
(Continued)

Diagnostic Tests (Continued)

TELLS: Testing for Essential Learning and Literacy Skills. Summary of Results 1984. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools.
90p. 1mf. L1 ED 266 191

Test Design Manual: Guidelines for Developing Diagnostic Tests. Diagnostic Testing Project.
99p. 2mf. L1 ED 266 159

Diffusion (Communication)

Relative Effectiveness of Four Modes of Dissemination of Curriculum Materials.
9p. 1mf. L1 ED 265 612

Direct Instruction

Verbal Math Problem Solving: What the Research on Instruction Tells Us.
39p. 1mf. L1 ED 265 719

Disabilities

Action Plan for Children: New Jersey. Recommendations of the Governor's Committee on Children's Services Planning.
186p. 2mf. L1 ED 265 930

Alternative Assessment Techniques for High Risk Preschoolers.
14p. 1mf. L1 ED 265 684

Career Education Program for Exceptional Students: An Implementation Guide.
128p. 2mf. L1 ED 265 352

Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part III.
113p. 2mf. L1 ED 265 703

Children with Disabilities in Ordinary Schools: An Action Study of Non-Designed Educational Integration in Pakistan.
88p. 1mf. L1 ED 265 711

Computer-Assisted Instruction: The Microcomputer as an Electronic Teacher's Aide.
9p. 1mf. L1 ED 265 706

Expert Systems and Special Education.
16p. 1mf. L1 ED 265 686

Integration of the Handicapped in Secondary Schools: Five Case Studies. The Education of the Handicapped Adolescent, III.
170p. 2mf. L2 ED 265 714

Is Your District Considering a Preschool Special Education Program?
10p. 1mf. L1 ED 265 685

Learning Centers: A Personalized Approach to Mainstreaming.
43p. 1mf. L2 ED 265 726

Model Preschool Outreach Project. Annual Report, 1981-1982.
54p. 1mf. L1 ED 265 682

More We Do Together: Adapting the Environment for Children with Disabilities. Monograph No. 31.
91p. 1mf. L1 ED 265 708

Physical Education for the Handicapped.
75p. 1mf. L1 ED 265 718

Requirements for Preparing Regular Class Elementary Teachers for Education of Exceptional Children.
14p. 1mf. L1 ED 265 674

Resource Directory: A State Guide to Disability-Related Information.
59p. 1mf. L2 ED 265 702

School to Work, Transitioning Services in Northern Arizona. A Study of High School and VR Programs for Adolescent Disabled Individuals.
65p. 1mf. L1 ED 265 286

Sources of Audiovisual Materials about Handicapping Conditions. Reference Circular No. 85-3.
69p. 1mf. L1 ED 265 709

Supreme Court on Special Education: An Update.
9p. 1mf. L2 ED 265 723

Training Opportunities Program: Special Edducation Component, 1983-1984. Final Evaluation Report.
81p. 1mf. L1 ED 265 715

Training Teachers of the Handicapped through a Competency Based Format to Instruct Motor Skills.
34p. 1mf. L1 ED 265 716

Verbal Math Problem Solving: What the Research on Instruction Tells Us.
39p. 1mf. L1 ED 265 719

5 A's Dean's Grant Second Year Monograph. 1980-82.
149p. 2mf. L1 ED 265 701

Disadvantaged Youth

Reducing Poverty among Children.
189p. 2mf. L1 ED 266 219

Vocational Assessment of the Special Needs Learner: A Special Education Perspective.
24p. 1mf. L1 ED 265 375

Discipline

Kindergarten Children's Perceptions of Classroom Rules.
18p. 1mf. L1 ED 265 939

Legal Issues in Educational Order: Principals' Perceptions of School Discipline Policies and Practices.
14p. 1mf. L1 ED 265 653

Not Just Punishment: Discipline in Schools That Work. A Handbook for Chicago Parents = No Solamente Castigo: Disciplina en Escuelas Efectivas. Un Folleto para los Padres de Chicago.
112p. 2mf. L1 ED 265 656

Parents and Teachers as Discipline Shapers.
35p. 1mf. L2 ED 265 945

Discipline Policy

Legal Issues in Educational Order: Principals' Perceptions of School Discipline Policies and Practices.
14p. 1mf. L1 ED 265 653

Not Just Punishment: Discipline in Schools That Work. A Handbook for Chicago Parents = No Solamente Castigo: Disciplina en Escuelas Efectivas. Un Folleto para los Padres de Chicago.
112p. 2mf. L1 ED 265 656

Discovery Learning

Discovery Learning and Cognitive Development--The UKU Project.
14p. 1mf. L1 ED 265 920

Micro-CAI in Education: Some Considerations.
24p. 1mf. L1 ED 265 843

Dislocated Workers

Outplacement Counseling.
14p. 1mf. L1 ED 265 431

Re-employment for Dislocated Workers: The Jobs Training Partnership Act Experience in Maryland.
31p. 1mf. L1 ED 265 374

Worker Dislocation: A Policy Study and Selected References on Worker Dislocation and the Unemployment Process. An Annotated Bibliography.
133p. 2mf. L1 ED 265 386

Displaced Homemakers

Profile and Evaluation of Women's Program (1983) and Impact of Project Turning Point (Displaced Homemakers Program--1979-1981). Volume XIV, No. 5.
74p. 1mf. L1 ED 265 913

Distance Education

Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Two/Three. First Interim Report.
106p. 2mf. L1 ED 265 869

Instructional Development for Distance Education.
6p. 1mf. L1 ED 265 638

Lifelong Learning and Distance Education.
11p. 1mf. L1 ED 265 637

Organizational Diversity among Dual-Mode Institutions.
7p. 1mf. L1 ED 265 640

Self Directed Learning and Distance Education. ZIFF Papiere 48.
37p. 1mf. L1 ED 265 825

Technology and Distance Education.
7p. 1mf. L1 ED 265 639

Distributive Education

Garage Storekeeping. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 333

Main Stores--Goods Outwards. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 320

District of Columbia

Implementation of Public Law 94-142 as It Relates to Handicapped Delinquents in the District of Columbia. Report to the Ranking Mintoriy Member, Committee on the District of Columbia, House of Representatives.
53p. 1mf. L1 ED 265 717

District of Columbia Public Schools

Explaining the Progressively Decreasing Scores on Comprehensive Tests of Basic Skills (CTBS) of the School Children of the District of Columbia Public Schools as They Progress from Elementary School into High School.
67p. 1mf. L1 ED 266 234

Study of Teacher Incentives for the District of Columbia Public Schools: Summary Report.
48p. 1mf. L1 ED 266 107

District Secondary School Study

District and School Policies and Management Practices Leading to Effective Secondary Schools: Preliminary Draft for Non-Intensive Sites.
26p. 1mf. L1 ED 265 619

Divergent Thinking

Effect of Response Widening and Response Narrowing on IQ and Problem Solving.
13p. 1mf. L1 ED 265 976

Diversity (Institutional)

Many Sectors, Many Professions. Comparative Higher Education Research Group. Working Paper 07.
69p. 1mf. L1 ED 265 796

Divorce

Grandparents' Rights. Report from the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. To Accompany H. Con. Res. 67.
5p. 1mf. L1 ED 265 470

Marital Instability and the Changing Kinship Networks of Grandparents.
22p. 1mf. L1 ED 265 443

Doctoral Degrees

Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64.
53p. 1mf. L1 ED 265 776

Doctoral Dissertations

Guide to Theses and Dissertations: An International Bibliography of Bibliographies. Revised and Enlarged Edition.
264p. mf. L3 ED 265 777

Doctoral Programs

Directory of Graduate Programs in the Communication Arts and Sciences, 19[illegible] 1987. Ninth Edition .
315p. mf. L3 ED 265 577

Documentaries

Directory of Australian Multicultural Films and Videos. A Resource Guide for Community Groups, Teachers, Film-makers, Researchers, Librarians.
140p. 2mf. L2 ED 266 209

Domain Referenced Tests

Assessing Instructional Outcomes.
68p. 1mf. L1 ED 266 175

Domestic Volunteer Service Act 1973

Compilation of the Domestic Volunteer Service Act of 1973 as Amended through September 30, 1985. Prepared for Use by the Committee on Education and Labor, U.S. House of Representatives. 99th Congress, 2d Session.
38p. 1mf. L1 ED 265 390

Dormitories

Evaluation of Life in the Residence Halls at Indiana University from an Ecosystem Perspective: 1985.
22p. 1mf. L1 ED 265 425

Downs Syndrome

Effects of Maternal Training on Languege Use.
21p. 1mf. L1 ED 265 728

Drama

Drama in the Classroom: What Now?
91p. 1mf. L1 ED 265 547

Dramatic Play

Improvisational Drama in the Classroom (K-5).
18p. 1mf. L1 ED 265 597

Drills (Practice)

Teaching Generalizations Using a Computer-Based Drill Strategy.
51p. 1mf. L1 ED 265 847

Drinking

High Risk Situations for Elderly Alcohol Abusers.
19p. 1mf. L1 ED 265 479

Drinking Water

Communication for Water. Handbooks in Communication and Training for CSDR No. 2.
23p. 1mf. L1 ED 266 014

Drop Out Rate

Improvement in Grades and Dropout Rates of Apprehensive College Students Who Voluntarily Videotaped Their Speeches.
23p. 1mf. L1 ED 265 609

Dropout Prevention

Keeping Students in School. Dropout Data, Research, and Programs.
61p. 1mf. L1 ED 265 430

Dropout Programs

Creation of an Alternative High School in the West Fargo School District--An Analysis.
36p. 1mf. L1 ED 265 291

Dropout Rate

Dropout and Functional Illiteracy Rates in Central Appalachia. Appalachian Data Bank Report #1.
16p. 1mf. L1 ED 265 997

Dropouts

Attrition at Community Colleges.
11p. 1mf. L1 ED 265 908

Educational Disadvantages of Junior High and High School Migrant Students in Wisconsin. Part One of a Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
15p. 1mf. L1 ED 266 005

Field Test of a Structured Television Curriculum on the Mathematics Achievement of Incarcerated High School Equivalency Learners.
11p. 1mf. L1 ED 266 040

School-to-Work Transition: Proceedings of the Conference of the University/Urban Schools National Task Force (7th, Washington, D.C., November 1-2, 1985).
130p. 2mf. L1 ED 266 200

Drug Use

Comprehensive Smokeless Tobacco and Health Education Act of 1985. United States Senate, Ninety-Ninth Congress, First Session. Report to Accompany S.1574.
21p. 1mf. L1 ED 265 461

Long Term Effects of Social Skills Training in Elevating Overall Academic Grade Point Average, School Attendance, Health Level, and Resistance to Drug Use and Peer Pressure.
21p. 1mf. L1 ED 265 435

Smokeless Tobacco: Attitudes and Practices in a Sample of Preservice Teachers.
16p. 1mf. L1 ED 266 135

Dyslexia

De-fusing Dyslexia.
27p. 1mf. L1 ED 265 707

Early Childhood Education

Early Childhood Educator's Knowledge Base: A Reconsideration.
29p. 1mf. L1 ED 265 974

How to Evaluate your ECS Program (1984).
36p. 1mf. L1 ED 265 961

Mental Retardation: Topics of Today--Issues of Tomorrow.
119p. 2mf. L2 ED 265 687

Nature of Professions: Where Is Early Childhood Education?
38p. 1mf. L1 ED 265 948

Transition Time: Make It a Learning Time.
14p. 1mf. L1 ED 265 943

Which Is Better for Young Children - Family Day Care or Center Care?
36p. 1mf. L1 ED 265 932

Early Parenthood

Trends in Teenage Childbearing, United States, 1970-81. Data from the National Vital Statistics System.
32p. 1mf. L1 ED 265 475

Eating Habits

Children, Get a Headstart on the Road to Good Nutrition.
728p. 8mf. L1 ED 265 950

Ecology

General Biology Syllabus.
82p. 1mf. L1 ED 266 008

Economic Change

Global High-Tech Economy Futures in the Information Age.
18p. 1mf. L1 ED 266 060

Theory Z and American Education in an Advanced Industrial Society.
39p. 1mf. L1 ED 265 649

Economic Climate

Higher Education and the American Resurgence. A Carnegie Foundation Special Report.
282p. 3mf. L2 ED 265 759

Economic Development

Challenges for Sub-Saharan Africa. Sir John Crawford Memorial Lecture (1st, Washington, DC, November 1, 1985).
49p. 1mf. L1 ED 266 061

Community Based Development: Building Self-Reliant Communities. Annual Conference of the Association for Community Based Education (10th, Washington, DC, October 23-26, 1985).
47p. 1mf. L1 ED 265 292

Courses on Population and Development: Aspects of Technical Co-operation.
61p. 1mf. L2 ED 266 048

Manpower Projection and Strategies 1979-'91.
265p. 3mf. L1 ED 265 283

Economic Factors

Future-Look: An Examination of the Future of the Community College from the Perspective of the Environmental, Economic, and Educational Influences on Courses, Programs, and Services.
123p. 2mf. L1 ED 265 918

Higher Education's Economic Impact in Arkansas.
14p. 1mf. L1 ED 265 761

How Do Immigrants Affect Us Economically?
120p. 2mf. L1 ED 266 197

Planning for Quality and Efficiency in Higher Education.
19p. 1mf. L1 ED 265 757

Economic Impact

Higher Education's Economic Impact in Arkansas.
14p. 1mf. L1 ED 265 761

Economic Opportunities

Barriers to Self-Sufficiency for Single Female Heads of Families. Hearings before a Subcommitee of the Committee on Government Operations, House of Representatives, Ninety-Ninth Congress, First Session (July 9-10, 1985).
827p. 9mf. L1 ED 266 228

Economics

Risk Assessment: An Examination of Assumptions.
22p. 1mf. L1 ED 266 059

Use of Mental Health Standards in Child and Adolescent Programs: What Factors Influence Policy Development and Implementation?
31p. 1mf. L1 ED 265 440

Economics Education

Student Attitudes Toward Economics--Development of an Attitude Questionnaire.
19p. 1mf. L1 ED 266 187

Editorials

Ida Husted Harper and the Leslie Bureau of Suffrage Education.
27p. 1mf. L1 ED 265 548

Education Consolidation Improvement ACT Cha

ECIA, Chapter 1 Early Childhood Education Program in the Portland Public Schools. 1984-85 Evaluation Report.
41p. 1mf. L1 ED 266 163

Education Consolidation Improvement Act Cha

Problems with the Administration's Voucher Proposal for Chapter 1. Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. Committee Print.
17p. 1mf. L1 ED 266 229

Education Majors

Influences of Personal and Academic Characteristics on Beginning Teacher Education Students' Attitudes, Concerns, and Anxieties Toward Teaching.
24p. 1mf. L1 ED 266 140

Quality Assessments of Prospective Teachers: Surveys of Previous and Present Practices. College Reading and Learning Assistance Technical Report 85-11.
40p. 1mf. L1 ED 266 133

Education Work Relationship

Communication Skills in Business and Industry.
6p. 1mf. L1 ED 265 590

Comprehensive Model: Vocational Preparation for Learning Disabled and Behaviorally Disordered Students and Vocational Assessment and Transition Objectives.
98p. 2mf. L1 ED 265 727

Converting Working into Learning. An Appraisal of an LEA Foundation Year Training Scheme.
86p. 1mf. L1 ED 265 392

Cooperation: Key to the Future.
17p. 1mf. L1 ED 265 760

Institutional Background for the Transition from School to Working Life in the FRG. Coombe Lodge Working Paper. Information Bank Number 1881.
22p. 1mf. L1 ED 265 301

Learning to Work: Transitioning Youth with Developmental Disabilities.
70p. 1mf. L1 ED 265 691

Life Transitions of Learning Disabled Adults: Perspectives from Several Countries. Monograph Number Thirty-Two.
68p. 1mf. L1 ED 265 722

Professional Schools in the American University. Comparative Higher Education Research Group. Working Paper 06.
48p. 1mf. L1 ED 265 795

School to Work, Transitioning Services in Northern Arizona. A Study of High School and VR Programs for Adolescent Disabled Individuals.
65p. 1mf. L1 ED 265 286

School-to-Work Transition: Proceedings of the Conference of the University/Urban Schools National Task Force (7th, Washington, D.C., November 1-2, 1985).
130p. 2mf. L1 ED 266 200

Educational Administration

Hamstringing of Moral Education: Athletic Metaphors and Educational Administration.
19p. 1mf. L1 ED 266 081

Investigacion Participativa y Gestion de Sistemas Educativos. (Participatory Research and the Management of Educational Systems).
29p. 1mf. L1 ED 265 995

Policy, Planning and Management in Technical and Vocational Education. A Comparative Study. Trends and Issues in Technical and Vocational Education 3.
150p. 2mf. L2 ED 265 287

Provision of Post-Secondary Education and Vocational Training in the Province of Alberta, Canada. Coombe Lodge Working Paper. Information Bank Number 2034.
36p. 1mf. L1 ED 265 306

Educational Assessment

Assessing Instructional Outcomes.
68p. 1mf. L1 ED 266 175

Colorado and Excellence in Education.
16p. 1mf. L1 ED 265 642

Evaluation of Pupil Achievement.
28p. 1mf. L1 ED 266 150

Process for Designing and Implementing a Dual Purpose Evaluation System. CSE Resource Paper No. 7.
40p. 1mf. L1 ED 266 173

Program Assessment--A Canadian Example. The British Columbia Institute of Technology. Coombe Lodge Working Paper. Information Bank Number 1720.
115p. 2mf. L1 ED 265 300

Resource Papers and Technical Reports. Research into Practice Project.
174p. 2mf. L1 ED 266 172

Social vs. Clinical Perspectives on the Use of Information: Implications for School-based Information Systems. Systemic Evaluation Project.
33p. 1mf. L1 ED 266 155

Using State Test Data for National Indicators of Education Quality: A Feasibility Study. Final Report.
275p. 3mf. L1 ED 266 156

Educational Attainment

Persons of Spanish Origin in the United States: March 1985 (Advance Report).
8p. 1mf. L1 ED 266 224

Population Profile of the United States 1983/84.
55p. 1mf. L1 ED 266 222

Educational Attitudes

Extension Advisers' Perceptions of Their Jobs and Their Need for Additional Training in Relation to Duties and Demographic Characteristics.
21p. 1mf. L1 ED 265 382

State-Wide Study of Financial Issues Affecting Tennessee Public Schools.
12p. 1mf. L1 ED 265 613

Superintendent's September Observations.
26p. 1mf. L1 ED 265 626

Educational Background

Education. Louisiana MSRTS Manual. Bulletin 1712.
178p. 2mf. L1 ED 265 980

Neighborhood Newspapers and Neighborhood Leaders: Influences on Agenda Setting and Definitions of Issues.
41p. 1mf. L1 ED 265 570

Educational Certificates

Alternative Certification for Teachers. ERIC Digest 1, 1986.
4p. 1mf. L1 ED 266 137

Louisiana Standards for State Certification of School Personnel Part A. Part B Vocational-Technical Personnel. Bulletin 746.
124p. 2mf. L1 ED 266 108

Educational Change

Making Child Development Relevant for All Children: Implications for Teacher Education.
19p. 1mf. L1 ED 265 929

Advantages of Small Schools. ERIC Digests.
12p. 1mf. L1 ED 265 988

Case Study of a School-Based Change.
32p. 1mf. L1 ED 266 090

Challenge of Reform in Teacher Education: An Historical Perspective of Program Changes in Teacher Education at the *University of South Carolina, 1982-84.*
16p. 1mf. L1 ED 266 106

Changing Functions of Higher Education: Implications for Innovation. Reports from the 1984 OECD/Japan Seminar on Higher Education.
235p. 3mf. L1 ED 265 756

Critical Thinking and Education Reform.
59p. 1mf. L1 ED 265 614

Current Voices of Reforms in American Education: Ethnocentrism or Globalism.
19p. 1mf. L1 ED 265 646

Development of Education in Fairford: A Community Manual.
58p. 1mf. L1 ED 266 003

Efforts in Universalization of Primary Education: The Case of Bangladesh. Occasional Papers Series, Number 12.
78p. 1mf. L2 ED 266 072

Excellence, Reform and Equity in Education: An International Perspective. Occasional Papers Series, Number 13.
185p. 2mf. L2 ED 266 073

Investigacion Participativa y Gestion de Sistemas Educativos. (Participatory Research and the Management of Educational Systems).
29p. 1mf. L1 ED 265 995

Making the Transition in Technology, Training, and Education.
24p. 1mf. L1 ED 265 289

Master's Degree in Transition.
6p. 1mf. L1 ED 265 799

With Consequences for All. A Report from the ASCD Task Force on Increased High School Graduation Requirements.
42p. 1mf. L1 ED 266 160

Educational Cooperation

Proposiciones Sobre Autonomia Universitaria. (Propositions on University Autonomy).
26p. 1mf. L1 ED 265 996

Educational Demand

Teaching English in Japan.
13p. 1mf. L1 ED 265 741

Educational Diagnosis

Excellence, Reform and Equity in Education: An International Perspective. Occasional Papers Series, Number 13.
185p. 2mf. L2 ED 266 073

TELLS: Testing for Essential Learning and Literacy Skills. Summary of Results 1984. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools.
90p. 1mf. L1 ED 266 191

Educational Economics

Using Cost-Benefit Analysis to Determine Profitability of Secondary Vocational Programs.
23p. 1mf. L1 ED 265 384

Educational Environment

"When I Become a Fonctionnaire": School Knowledge in French Colonial Africa, 1918-1938. Occasional Papers Series, Number 11.
84p. 1mf. L2 ED 266 071

Black Children. Social, Educational, and Parental Environments.
293p. mf. L3 ED 266 235

Building a Positive School Climate.
7p. 1mf. L1 ED 265 663

Farm Experience: Its Importance in a Child's Life.
13p. 1mf. L1 ED 265 958

Studies of Day Care Center Climate and Its Effect on Children's Social and Emotional Behavior.
15p. 1mf. L1 ED 265 934

Tale of Two Learners.
43p. 1mf. L1 ED 265 957

Which Is Better for Young Children - Family Day Care or Center Care?
36p. 1mf. L1 ED 265 932

Educational Experience

"When I Become a Fonctionnaire": School Knowledge in French Colonial Africa, 1918-1938. Occasional Papers Series, Number 11.
84p. 1mf. L2 ED 266 071

Preschool Attendance and Type of Experience in Advantaged Children: Long-Term Effects by Third Grade.
26p. 1mf. L1 ED 265 942

Educational Facilities Design

Theory Z and American Education in an Advanced Industrial Society.
39p. 1mf. L1 ED 265 649

Educational Facilities Planning

Declining Enrollments.
35p. 1mf. L1 ED 265 624

Educational Finance

Financial Management: Cash Management Practices in Florida Community Colleges.
105p. 2mf. L1 ED 265 893

Financing Education in Minnesota, 1985-86. A Report by the Minnesota Senate Education Committee.
52p. 1mf. L1 ED 265 645

State-Wide Study of Financial Issues Affecting Tennessee Public Schools.
12p. 1mf. L1 ED 265 613

Educational History

Early Childhood Educator's Knowledge Base: A Reconsideration.
29p. 1mf. L1 ED 265 974

Grammar and Good Taste: Reforming the American Language.
263p. mf. L3 ED 265 546

Historical Inquiry in Vocational Education.
24p. 1mf. L1 ED 265 353

How Research Has Changed American Schools. A History from 1840 to the Present.
611p. mf. L3 ED 266 104

Educational Improvement

All Our Kids Can Learn to Read: Guide to Parent and Citizen Action, Chicago SCHOOLWATCH.
178p. 2mf. L2 ED 265 521

Building a Positive School Climate.
7p. 1mf. L1 ED 265 663

Case Study of a School-Based Change.
32p. 1mf. L1 ED 266 090

Forging New Challenges in Curriculum.
14p. 1mf. L1 ED 265 420

Investigacion Participativa y Gestion de Sistemas Educativos. (Participatory Research and the Management of Educational Systems).
29p. 1mf. L1 ED 265 995

Multi-Faceted Strategy for Improving Science and Math Education in North Carolina.
15p. 1mf. L1 ED 266 026

Redesigning and Expanding the Lower School Parent Volunteer Program to Increase Participation and Participant Satisfaction.
177p. 2mf. L1 ED 265 924

State Initiatives to Improve Undergraduate Education: ECS Survey Highlights.
6p. 1mf. L1 ED 265 800

Who Will Teach Our Children? A Strategy for Improving California's Schools. The Report of the California Commission on the Teaching Profession.
54p. 1mf. L1 ED 265 672

Educational Indicators

Using State Test Data for National Indicators of Education Quality: A Feasibility Study. Final Report.
275p. 3mf. L1 ED 266 156

Educational Innovation

Educational Quality and Accreditation. A Call for Diversity, Continuity and Innovation.
16p. 1mf. L2 ED 265 807

What Have We Learned from Instructional Technology?
15p. 1mf. L1 ED 266 080

Educational Issues

Disguising the Issues in Education.
7p. 1mf. L1 ED 265 527

Issues in the Curriculum.
42p. 1mf. L1 ED 265 928

Educational Legislation

Clash of Ideologies: The Reagan Administration Versus the Women's Educational Equity Act.
5p. 1mf. L2 ED 266 079

New Jersey Community College General Education Regulations.
13p. 1mf. L1 ED 265 905

New Women's Educational Equity Act: Still Alive and Making a Difference. PEER Policy Paper #3.
4p. 1mf. L2 ED 266 077

Problems with the Administration's Voucher Proposal for Chapter 1. Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. Committee Print
17p. 1mf. L1 ED 266 229

Provision of Post-Secondary Education and Vocational Training in the Province of Alberta, Canada. Coombe Lodge Working Paper. Information Bank Number 2034.
36p. 1mf. L1 ED 265 306

Educational Needs

Critical Thinking and Educational Reform; The Emerging Revolution.
23p. 1mf. L1 ED 266 058

Differentiating between Science and Technology.
29p. 1mf. L1 ED 265 407

Education and Worker Co-operatives. Some Perspectives of the Australian TAFE Connection.
29p. 1mf. L1 ED 265 296

Education--Technology and Public Policy.
22p. 1mf. L1 ED 265 406

Expanding Professional Horizons: Increasing Professional Opportunities.
12p. 1mf. L1 ED 265 383

Extension Advisers' Perceptions of Their Jobs and Their Need for Additional Training in Relation to Duties and Demographic Characteristics.
21p. 1mf. L1 ED 265 382

Fifth Generation Computers: Their Implications for Further Education. An Occasional Paper.
65p. 1mf. L1 ED 265 373

Forging New Challenges in Curriculum.
14p. 1mf. L1 ED 265 420

Implementing Technology Education in America's Schools.
13p. 1mf. L1 ED 265 380

Liverpool Education Authority Further Education Management Audit Studies: 1984-85. Student Enrolments: Forecasting Trends. Coombe Lodge Working Paper. Information Bank Number 2037.
30p. 1mf. L1 ED 265 307

Preparing the Technology Education Profession for the Future.
37p. 1mf. L1 ED 265 408

Review of Present and Proposed Occupational and Degree Programs Offered by the Saddleback Community College District and the Labor Market in Orange County.
74p. 1mf. L1 ED 265 896

(Continued)

Educational Needs (Continued)
Worker Dislocation: A Policy Study and Selected References on Worker Dislocation and the Unemployment Process. An Annotated Bibliography.
133p. 2mf. L1 ED 265 386

Educational Objectives
Address by the United States Secretary of Education to the Annual Convention of the American Vocational Association.
15p. 1mf. L1 ED 265 411
Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume I.
177p. 2mf. L1 ED 265 898
Critical Thinking and Education Reform.
59p. 1mf. L1 ED 265 614
Differentiating between Science and Technology.
29p. 1mf. L1 ED 265 407
Effective Practices in Indian Education. Curriculum Monograph. A Monograph for Using and Developing Culturally Appropriate Curriculum for American Indian Students.
294p. 4mf. L1 ED 266 002
Guide to Curriculum Planning: Purpose and Procedures. Bulletin No. 6095.
93p. 1mf. L1 ED 265 666
Implementing Technology Education in America's Schools.
13p. 1mf. L1 ED 265 380
Preparing the Technology Education Profession for the Future.
37p. 1mf. L1 ED 265 408
Priority of Continuing Education Courses: Rigor or Marketing.
8p. 1mf. L1 ED 265 290
Survey of Recent Major Analyses of Internal Planning Issues for the New Orleans Public Schools. Pre-Planning Report No. 3.
58p. 1mf. L1 ED 266 183
Value-Centered Education and Moral Commitment.
6p. 1mf. L2 ED 265 814
Vocational Training in the USSR. Coombe Lodge Working Paper. Information Bank Number 2023.
36p. 1mf. L1 ED 265 305

Educational Opportunities
Barriers to Self-Sufficiency for Single Female Heads of Families. Hearings before a Subcommitee of the Committee on Government Operations, House of Representatives, Ninety-Ninth Congress, First Session (July 9-10, 1985).
827p. 9mf. L1 ED 266 228

Educational Philosophy
Applying the Sociobiological Synthesis to Education.
20p. 1mf. L1 ED 265 650
ASHE Reader on Academic Programs in Colleges and Universities.
393p. mf. L3 ED 265 779
Historical Inquiry in Vocational Education.
24p. 1mf. L1 ED 265 353
Human Action and Social Structure in the Study of Schools as Organisations.
33p. 1mf. L1 ED 265 659
Human Capital Formation in the Post Industrial Society.
8p. 1mf. L1 ED 265 365
Interrelationship between One's View of Man, Culture and Curriculum.
10p. 1mf. L1 ED 265 956
Provision of Post-Secondary Education and Vocational Training in the Province of Alberta, Canada. Coombe Lodge Working Paper. Information Bank Number 2034.
36p. 1mf. L1 ED 265 306
Reflections on Teacher Education. Monograph III.
127p. 2mf. L1 ED 266 105
South Korea's Communications Research: State-of-the-Art Paradigms.
26p. 1mf. L1 ED 265 575
Vocational Training and Education in Alberta. Coombe Lodge Case Study. Information Bank Number 2003.
30p. 1mf. L1 ED 265 304

Educational Planning
Child Care in the Public Schools: Incubator for Inequality?
35p. 1mf. L2 ED 265 969
Developing a Management Information System.
15p. 1mf. L1 ED 265 870
Guide to Curriculum Planning: Purpose and Procedures. Bulletin No. 6095.
93p. 1mf. L1 ED 265 666
Issues Related to the Quality of Education: A Preliminary Report of the Colorado State Board for Community Colleges and Occupational Education.
18p. 1mf. L1 ED 265 917
Policy, Planning and Management in Technical and Vocational Education. A Comparative Study. Trends and Issues in Technical and Vocational Education 3.
150p. 2mf. L2 ED 265 287
Survey of Recent Major Analyses of Internal Planning Issues for the New Orleans Public Schools. Pre-Planning Report No. 3.
58p. 1mf. L1 ED 266 183

Educational Policy
Education--Technology and Public Policy.
22p. 1mf. L1 ED 265 406
Excellence, Reform and Equity in Education: An International Perspective. Occasional Papers Series, Number 13.
185p. 2mf. L2 ED 266 073
Policy, Planning and Management in Technical and Vocational Education. A Comparative Study. Trends and Issues in Technical and Vocational Education 3.
150p. 2mf. L2 ED 265 287
Provision of Post-Secondary Education and Vocational Training in the Province of Alberta, Canada. Coombe Lodge Working Paper. Information Bank Number 2034.
36p. 1mf. L1 ED 265 306
Training's Policies: Public and Private Reinforcement for the American Economy. Final Report. The Impact of Public Policy on Education and Training in the Private Sector.
91p. 1mf. L1 ED 265 377

Educational Practices
Are We Really Teaching Occupational Analysis?
28p. 1mf. L1 ED 265 393
Cultural Context for Japanese Education.
6p. 1mf. L1 ED 266 049
Indochinese Refugees: An Administrator's Handbook.
40p. 1mf. L1 ED 266 210
Issues in the Curriculum.
42p. 1mf. L1 ED 265 928
Nature of Professions: Where Is Early Childhood Education?
38p. 1mf. L1 ED 265 948
Training's Practices: Education and Training within the American Firm.
246p. 3mf. L1 ED 265 378

Educational Principles
Address by the United States Secretary of Education to the Annual Convention of the American Vocational Association.
15p. 1mf. L1 ED 265 411
Nature of Professions: Where Is Early Childhood Education?
38p. 1mf. L1 ED 265 948

Educational Psychology
Application of Instructional Design and Modeling Theory in Educational Psychology.
14p. 1mf. L1 ED 266 143

Educational Quality
AASCU and the Nation's Schools: An Action Program for Excellence and Opportunity in Education.
6p. 1mf. L2 ED 265 813
Current Issues for the Community College: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University.
137p. 2mf. L1 ED 265 902
Educational Quality and Accreditation. A Call for Diversity, Continuity and Innovation.
16p. 1mf. L2 ED 265 807
Future Is Excellence. Report of the New Mexico Governor's Commission on Higher Education.
192p. 2mf. L1 ED 265 754
Illinois, An Educational Step Backward.
11p. 1mf. L1 ED 265 985
Issues Related to the Quality of Education: A Preliminary Report of the Colorado State Board for Community Colleges and Occupational Education.
18p. 1mf. L1 ED 265 917
Planning for Quality and Efficiency in Higher Education.
19p. 1mf. L1 ED 265 757
Teacher Education as a Moral Enterprise: Using the Humanities to Affect the Preparation of Teachers. A Special Initiatives Proposal to Improve the Preparation of Teachers.
22p. 1mf. L1 ED 266 125
Using State Test Data for National Indicators of Education Quality: A Feasibility Study. Final Report.
275p. 3mf. L1 ED 266 156

Educational Radio
Radio for Literacy. A Reader on the Use of Radio in Literacy Programmes. For Use in Workshops of the German Foundation for International Development. Workshop Series.
413p. 5mf. L1 ED 265 372

Educational Research
Adult Education in Rural America: A Review of Recent Research and Identification of Further Research Needs.
9p. 1mf. L1 ED 265 994
College-Based Research and Services Unit: One Face of Research Consulting in Universities.
12p. 1mf. L1 ED 265 815
English Reading Skills of Kindergarten and Grade One French Immersion Students and Response.
61p. 1mf. L2 ED 265 531
Ethnography and the English Classroom.
36p. 1mf. L2 ED 265 550
How Research Has Changed American Schools. A History from 1840 to the Present.
611p. mf. L3 ED 266 104
Knowledge Development and Utilization: Getting Employability Research into Public Use.
55p. 1mf. L1 ED 265 414
Mathematics, Science, and Technology Education: A Research Agenda.
100p. 2mf. L1 ED 266 037
Research in Higher Education: A Guide to Source Bibliographies. Second Edition.
133p. mf. L3 ED 265 793
Research on Higher Education Program: An Overview. Swedish Research on Higher Education, 1985:8.
45p. 1mf. L1 ED 265 792
Utilization of "Set: Research Information for Teachers" in Selected Educational Institutions.
154p. 2mf. L1 ED 266 185
What Knowledge Is of Most Worth to Teachers? Insights from Studies of Teacher Thinking. Occasional Paper No. 86.
20p. 1mf. L1 ED 266 109

Educational Researchers
Historical Inquiry in Vocational Education.
24p. 1mf. L1 ED 265 353

Educational Resources
Resources in Education (RIE). Volume 21, Number 6.
p. mf. L2 ED 265 282
Robotics/Automated Systems Technicians.
9p. 1mf. L1 ED 265 398

Educational Responsibility
Human Capital Formation in the Post Industrial Society.
8p. 1mf. L1 ED 265 365

Educational Sociology
Human Action and Social Structure in the Study of Schools as Organisations.
33p. 1mf. L1 ED 265 659

Educational Strategies
Effective Practices in Indian Education. Administation Monograph. A Monograph on Effective School Administration Practices in Indian Education.
158p. 2mf. L1 ED 266 001

Educational Technology
Assessing Instructional Outcomes.
68p. 1mf. L1 ED 266 175
Identifying Advanced Technologies for Education's Future.
19p. 1mf. L1 ED 265 643
Resource Papers and Technical Reports. Research into Practice Project.
174p. 2mf. L1 ED 266 172
Searching for a Prophet: The Naive State of Education as a Science.
27p. 1mf. L1 ED 265 628
Technology and Distance Education.
7p. 1mf. L1 ED 265 639
Technology Demonstration Program: Final 1984-85 Evaluation Report. Technology Demonstration Sites: Case Studies and Technology Report, Part A, Sections 11-15 and 17-20.
201p. 3mf. L1 ED 265 839
What Have We Learned from Instructional Technology?
15p. 1mf. L1 ED 266 080

Educational Television
Principals Guide to Instructional Television in the Classroom.
59p. 1mf. L2 ED 265 836
Review of Research on the Educational Potential of 3-2-1 Contact: A Children's TV Series on Science and Technology. A Report for the Children's Television Workshop and the National Science Foundation.
52p. 1mf. L1 ED 265 849

Educational Testing
Entrance Testing at Community Colleges.
14p. 1mf. L1 ED 265 903
Feeling for the Student: An Analysis of the Art of Classroom Assessment.
173p. 2mf. L1 ED 266 165
Teacher-Written Student Tests: A Guide for Planning, Creating, Administering, and Assessing.
67p. 1mf. L2 ED 266 182

Educational Theories
Competency and Art Education. A Critique.
51p. 1mf. L2 ED 266 068
Early Childhood Educator's Knowledge Base: A Reconsideration.
29p. 1mf. L1 ED 265 974
Protocols, Retrospective Reports, and the Stream of Consciousness. CDC Technical Report No. 8.
22p. 1mf. L1 ED 265 532
Searching for a Prophet: The Naive State of Education as a Science.
27p. 1mf. L1 ED 265 628

Educational Trends
Future-Look: An Examination of the Future of the Community College from the Perspective of the Environmental, Economic, and Educational Influences on Courses, Programs, and Services.
123p. 2mf. L1 ED 265 918
Leadership: The Critical Variable.
10p. 1mf. L1 ED 265 621
Policy Analysis and Simulation System for Educational Institutions.
13p. 1mf. L1 ED 265 632
Services for Learning Disabled Adults in California's Community Colleges.
31p. 1mf. L1 ED 265 892
Student Change, Program Change: Why SAT Scores Kept Falling.
15p. 1mf. L1 ED 266 189

Educational Vouchers
Problems with the Administration's Voucher Proposal for Chapter 1. Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. Committee Print.
17p. 1mf. L1 ED 266 229

Educationally Disadvantaged
ECIA, Chapter 1 Early Childhood Education Program in the Portland Public Schools, 1984-85 Evaluation Report.
41p. 1mf. L1 ED 266 163
Educational Disadvantages of Junior High and High School Migrant Students in Wisconsin. Part One of a Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
15p. 1mf. L1 ED 266 005
People Who Live in Glass Houses. Youth Training Scheme. Core Exemplar Work Based Project.
25p. 1mf. L1 ED 265 331

Effect Size
Effect of the Violation of the Assumption of Independence When Combining Correlation Coefficients in a Meta-Analysis.
22p. 1mf. L1 ED 266 151

Effective Classroom Management (Elementary)
Effective Practices in Indian Education. Teacher's Monograph.
382p. 4mf. L1 ED 266 000

Effective Schools Research
Advantages of Small Schools. ERIC Digests.
12p. 1mf. L1 ED 265 988

Elaboration Theory
Role of Elaborations in Learning a Skill from an Instructional Text: Further Findings.
63p. 1mf. L1 ED 265 824

Electric Circuits
Printed Circuitboard: Design and Production. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 335
V-TECS Guide for Electronics Mechanic.
303p. 4mf. L1 ED 265 371

Electrical Systems
Aircraft Electrical Systems Specialist (AFSC 42350), Volumes 1-3, and Change Supplement, Volume 3.
338p. 4mf. L1 ED 265 361

Electricity
Aircraft Environmental Systems Mechanic. Part 2.
1712p. 18mf. L1 ED 265 358
Aircraft Environmental Systems Mechanic. Part 1.
1519p. 16mf. L1 ED 265 357
Applied Industrial Electronics: Power Control and Electronic Troubleshooting.
319p. 4mf. L2 ED 265 417
Basic Electricity in Agricultural Mechanics.
191p. 2mf. L1 ED 265 369

Electrocardiograms
Use of Computer Networks in Data Gathering and Data Analysis.
14p. 1mf. L1 ED 265 883

Electroencephalography
Use of Computer Networks in Data Gathering and Data Analysis.
14p. 1mf. L1 ED 265 883

Electromechanical Technology
Aircraft Electrical Systems Specialist (AFSC 42350), Volumes 1-3, and Change Supplement, Volume 3.
338p. 4mf. L1 ED 265 361
Microcomputer Troubleshooting Training.
17p. 1mf. L1 ED 265 396

Electronic Control
Aircraft Electrical Systems Specialist (AFSC 42350), Volumes 1-3, and Change Supplement, Volume 3.
338p. 4mf. L1 ED 265 361

Electronic Equipment
E.T. Phone Home. Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 312
Study to Determine the Perception of Business Persons on Changing from a Traditional Office to the Electronic Office.
41p. 1mf. L1 ED 265 409

Electronic Technicians
Microcomputer Troubleshooting Training.
17p. 1mf. L1 ED 265 396
Printed Circuitboard: Design and Production. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 335

Electronic Text
Electronic Text: An Amalgam of Capabilities for Creating, Informing, and Instructing. Monograph Number Two of the Electronic Text Monograph Series.
47p. 1mf. L1 ED 265 830

Electronics
Applied Industrial Electronics: Power Control and Electronic Troubleshooting.
319p. 4mf. L2 ED 265 417
Microcomputer Troubleshooting Training.
17p. 1mf. L1 ED 265 396
Printed Circuitboard: Design and Production. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 335
V-TECS Guide for Electronics Mechanic.
303p. 4mf. L1 ED 265 371

Electronics Industry
Production Line Materials. Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 342

Elementary School Curriculum
Issues in the Curriculum.
42p. 1mf. L1 ED 265 928

Elementary School Mathematics
Assessing Cognitive Levels in the Classroom. Final Report.
238p. 3mf. L1 ED 266 033

Elementary School Science
Study of Scientific Conceptions and Attitudes Toward Science of Prospective Elementary Teachers: A Research Report.
21p. 1mf. L1 ED 266 024

Elementary School Students
Children and Crises: A Developmental Guidance Approach.
25p. 1mf. L1 ED 265 448
Cultural Variations in Family Beliefs about Children's Performance in Mathematics: Comparisons among the People's Republic of China, Chinese-American, and Caucasian-American Families.
46p. 1mf. L1 ED 265 962
Effects of Intraprogram Synopses on Children's Comprehension of Television Programming and Commercials.
19p. 1mf. L1 ED 265 975
Preschool Attendance and Type of Experience in Advantaged Children: Long-Term Effects by Third Grade.
26p. 1mf. L1 ED 265 942
Research Study to Determine the Effects of Early Keyboard Use upon Student Development in Occupational Keyboarding. Final Report of Research.
60p. 1mf. L1 ED 265 367
When Curriculum Does Not Match Readiness.
8p. 1mf. L1 ED 265 947

Elementary School Teachers
"Successful" Teachers' Patterns of Microcomputer-Based Mathematics and Science Instruction. A RAND Note.
262p. 3mf. L2 ED 265 838
Differential Stress Levels in Primary Versus Secondary Classrooms.
26p. 1mf. L1 ED 266 098
Investigation: Self-Esteem and Female Elementary School Teachers.
56p. 1mf. L1 ED 266 113

Elementary Secondary Education
Evaluation of Guidance Services in Scarborough Schools. Internal Evaluation Report No. 6.
310p. 4mf. L1 ED 265 462
Evaluation of Student Self-Esteem in Scarborough Schools. Scarborough's Co-operative Evaluation and Development of School Systems (CEDSS) Project. Internal Evaluation Report No. 8.
132p. 2mf. L1 ED 265 463
Multimodal Self-Management for Children: An Holistic Program for Teachers.
16p. 1mf. L1 ED 265 441

Eligibility
Examination of State University and College Admissions Policies. Research Report.
42p. 1mf. L1 ED 265 762
Guia Legal para Ciudadanos Envejeciente: Leyes y Programas Afectando los Ciudadanos Envejeciente de Kansas. (Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens).
101p. 2mf. L1 ED 265 987
Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens.
64p. 1mf. L1 ED 265 986
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Cedar Rapids, IA).
107p. 2mf. L1 ED 265 770
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Urbana, IL).
209p. 3mf. L1 ED 265 771

Emotional Problems
Psychological Approaches to Problems of Children and Adolescents. Volume II.
432p. 5mf. L1 ED 265 456

Emotional Response
Gender Differences: Effects of Stress on Expressed and Received Abuse.
17p. 1mf. L1 ED 265 483

Empathy
Reconceptualization of Empathy and Its Role in Interpersonal Communication.
33p. 1mf. L1 ED 265 584

Employability Development
Knowledge Development and Utilization: Getting Employability Research into Public Use.
55p. 1mf. L1 ED 265 414

Employed Parents
Which Is Better for Young Children - Family Day Care or Center Care?
36p. 1mf. L1 ED 265 932

Employed Women
Children, Kitchen and Computer: Women--Torn between Family and Job. Developments in the Federal Republic of Germany. Social Report.
28p. 1mf. L1 ED 266 052

Employee Rights
Belief Systems: The Effective Management of Self-Esteem by Internalizing Programmes from Assertion and Awareness Training. Management Development: Personal Growth through Intra-Personal Skills. Coombe Lodge Working Paper. Information Bank Number 2048.
12p. 1mf. L1 ED 265 489

Employer Attitudes
Study to Determine the Perception of Business Persons on Changing from a Traditional Office to the Electronic Office.
41p. 1mf. L1 ED 265 409

Employer Supported Day Care
Child Care: Exploring Private and Public Sector Approaches. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session (Irving, TX).
179p. 2mf. L1 ED 265 922

Employment
Life Transitions of Learning Disabled Adults: Perspectives from Several Countries. Monograph Number Thirty-Two.
68p. 1mf. L1 ED 265 722
Migrant and Refugee Youth in the Australian Labour Force. An Annotated Bibliography.
53p. 1mf. L2 ED 266 207
Profile of the Woman Engineer, 1984.
14p. mf. L3 ED 266 021

Employment Level
Salary Comparisons of 1979-80 College Graduates, by Sex in May 1981. Analytic Report.
51p. 1mf. L1 ED 265 812
Women and Minorities in Science and Engineering.
257p. 3mf. L1 ED 266 027

Employment Opportunities
Boatworks and Cleansweep: Mobile Work Crews for Adults with Developmental Disabilities.
128p. 2mf. L1 ED 265 692
Graduate Student Survey, 1983-1984 AIP Report.
14p. 1mf. L1 ED 265 758
Review of Present and Proposed Occupational and Degree Programs Offered by the Saddleback Community College District and the Labor Market in Orange County.
74p. 1mf. L1 ED 265 896

Employment Patterns
College & University Employees, New York State, 1984-85.
16p. 1mf. L1 ED 265 811
Review of Present and Proposed Occupational and Degree Programs Offered by the Saddleback Community College District and the Labor Market in Orange County.
74p. 1mf. L1 ED 265 896
Work and Programmable Automation.
22p. 1mf. L1 ED 265 405

Employment Potential
Assessment of Positive Sex-Role Characteristics.
18p. 1mf. L1 ED 265 476
Creative Job Development Strategies.
174p. 2mf. L1 ED 265 364
In-Service Teacher Education: A Key to Excellence in Vocational Education. Proceedings of a National Conference (Washington, D.C., April 10, 1985).
82p. 1mf. L1 ED 265 410
Job Placement Guide. A Basic Approach to School-Based Job Placement Programs. Third Edition.
144p. 2mf. L1 ED 265 363
Knowledge Development and Utilization: Getting Employability Research into Public Use.
55p. 1mf. L1 ED 265 414

Employment Practices
Professoriate: Occupation in Crisis.
396p. 5mf. L1 ED 265 816
What's the Flexitime? Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 316
Who Gets the Job? Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 315

Employment Problems
Relationship of Budget Policy to Unemployment. Hearing before the Task force on Economic Policy and the Task Force on Human Resources of the Committee on the Budget, House of Representatives, Ninety-Ninth Congress, First Session (November 20, 1985).
82p. 1mf. L1 ED 266 230

Employment Programs
Migrant and Refugee Youth in the Australian Labour Force. An Annotated Bibliography.
53p. 1mf. L2 ED 266 207
Re-employment for Dislocated Workers: The Jobs Training Partnership Act Experience in Maryland.
31p. 1mf. L1 ED 265 374
Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Overview.
36p. 1mf. L2 ED 266 205
Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Report.
388p. 5mf. L2 ED 266 206

Employment Projections
Developing and Implementing a Program of Employer and Job Needs Assessment.
51p. 1mf. L1 ED 265 366
Impact of Foreign-Trained Doctors on the Supply of Physicians.
137p. 2mf. L1 ED 265 785
Manpower Projection and Strategies 1979-'91.
265p. 3mf. L1 ED 265 283

Employment Qualifications
New Employee. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 321

Employment Services
Migrant Services in South Carolina.
58p. 1mf. L1 ED 265 977
Worker Dislocation: A Policy Study and Selected References on Worker Dislocation and the Unemployment Process. An Annotated Bibliography.
133p. 2mf. L1 ED 265 386

Encoding (Psychology)
Strategy-Selection in Question-Answering.
90p. 1mf. L1 ED 266 179

End Users
End User Behavior on the Ohio State University Libraries' Online Catalog: A Computer Monitoring Study. Research Report.
41p. 1mf. L1 ED 265 888

Energy Conservation
Energy and Resource Conservation. Minimum Standards Leadership Series 1985.
78p. 1mf. L1 ED 266 042

Energy Education
Energy and Resource Conservation. Minimum Standards Leadership Series 1985.
78p. 1mf. L1 ED 266 042

Engineering
Science Indicators: The 1985 Report.
333p. 4mf. L1 ED 266 043
Women and Minorities in Science and Engineering.
257p. 3mf. L1 ED 266 027

Engineering Education
Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64.
53p. 1mf. L1 ED 265 776
Profile of the Woman Engineer, 1984.
14p. mf. L3 ED 266 021
Technical Writing: Library Resources for Engineers. A Self-Paced Workbook for the University of Arkansas Libraries. Revised.
86p. 1mf. L1 ED 265 882

Engineers
Profile of the Woman Engineer, 1984.
14p. mf. L3 ED 266 021

Engines
Turboprop Propulsion Mechanic.
657p. 7mf. L1 ED 265 355

England (Liverpool)
Liverpool Education Authority Further Education Management Audit Studies: 1984-85. Student Enrolments: Forecasting Trends. Coombe Lodge Working Paper. Information Bank Number 2037.
30p. 1mf. L1 ED 265 307

English (Second Language)
Aspects of Cohesion and Coherence in Context: Investigating Causes of Difficulty for Israeli University Students Reading Texts in English.
363p. 4mf. L1 ED 265 740
Bridges to Successful Reading (Reading Skills Lessons for Transitioning LEP Students) and Final Report.
123p. 2mf. L2 ED 265 413
Erasmus Hall High School Bilingual Program 1983-1984. O.E.A. Evaluation Report.
47p. 1mf. L1 ED 266 203
Ram's Horn, Volume Three, 1-4 (Double Issue), Summer-Spring 1982-1983.
100p. 2mf. L2 ED 265 731
Review of Multicultural and Migrant Education.
160p. 2mf. L2 ED 266 208
South Bronx High School Career Awareness/Survival Skills Bilingual Program 1983-1984. O.E.A. Evaluation Report.
36p. 1mf. L1 ED 266 201
Speaking With Us.
59p. 1mf. L1 ED 265 744
Teaching English in Japan.
13p. 1mf. L1 ED 265 741
Using the Rods for Structural Grammar.
7p. 1mf. L1 ED 265 747
William H. Taft High School Project HOLA 1983-1984. O.E.A. Evaluation Report.
74p. 1mf. L1 ED 266 202

English Curriculum
Drama in the Classroom: What Now?
91p. 1mf. L1 ED 265 547

English Instruction
Drama in the Classroom: What Now?
91p. 1mf. L1 ED 265 547
Implementation Strategies for an Integrative Approach to Teaching Reading and Language.
25p. 1mf. L1 ED 265 743

Enrichment Activities
Activities for Teaching the Gifted Across the Curriculum. 1985 Summer Institute
69p. 1mf. L1 ED 265 724
Establishing a Primary Level School of Spanish.
19p. 1mf. L1 ED 265 742

Enrollment
Improving Enrollments in Business Teacher Education Programs.
9p. 1mf. L1 ED 265 395
MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System User's Guide and Reference Manual. Version 3.1. Apple II.
175p. 2mf. L1 ED 265 293

(Continued)

Enrollment *(Continued)*
MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. Version 3.1. Radio Shack TRS-80 Model III.
176p. 2mf. L1 ED 265 294
Racial/Ethnic Distribution of Public School Students and Staff, New York State 1984-85.
55p. 1mf. L1 ED 266 223
Racial/Ethnic Survey--Students as of October 31, 1983.
50p. 1mf. L1 ED 266 215
Racial/Ethnic Survey--Students as of October 29, 1982.
50p. 1mf. L1 ED 266 214
Racial/Ethnic Survey--Students as of October 30, 1981.
51p. 1mf. L1 ED 266 213
Racial/Ethnic Survey--Students as of October 31, 1980.
49p. 1mf. L1 ED 266 212
Racial/Ethnic Survey--Students as of October 31, 1985.
56p. 1mf. L1 ED 266 216

Enrollment Influences
Liverpool Education Authority Further Education Management Audit Studies: 1984-85. Student Enrolments: Forecasting Trends. Coombe Lodge Working Paper. Information Bank Number 2037.
30p. 1mf. L1 ED 265 307

Enrollment Projections
Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume II: Appendices.
174p. 2mf. L1 ED 265 899
Liverpool Education Authority Further Education Management Audit Studies: 1984-85. Student Enrolments: Forecasting Trends. Coombe Lodge Working Paper. Information Bank Number 2037.
30p. 1mf. L1 ED 265 307

Enrollment Trends
Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume II: Appendices.
174p. 2mf. L1 ED 265 899
California College-Going Rates, 1984 Update. Report 85-34.
59p. 1mf. L1 ED 265 784
College and University Racial/Ethnic Distribution of Enrollment, New York State, Fall 1984.
28p. 1mf. L1 ED 265 786
Higher Education in Israel. Statistical Abstract, 1983/84.
164p. 2mf. L1 ED 265 803
Improving Enrollments in Business Teacher Education Programs.
9p. 1mf. L1 ED 265 395
Liverpool Education Authority Further Education Management Audit Studies: 1984-85. Student Enrolments: Forecasting Trends. Coombe Lodge Working Paper. Information Bank Number 2037.
30p. 1mf. L1 ED 265 307
Profiles of Enrollments and Origin of Students at Washington Public Four-Year Institutions of Higher Education for Fall Term, 1983.
25p. 1mf. L1 ED 265 782

Entropy
Human Capital Formation in the Post Industrial Society.
8p. 1mf. L1 ED 265 365

Entry Workers
Working in a Hose Building Factory. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 344

Environmental Education
Civilian Conservation Corps and the National Park Service, 1933-1942: An Administrative History.
293p. 4mf. L1 ED 266 012
Conference '85. Council of Outdoor Educators of Ontario. Proceedings (15th, London, Ontario, Canada, September 25-29, 1985).
44p. 1mf. L1 ED 265 984
Teacher's Study Guide on the Biology of Human Populations: Asia.
430p. 5mf. L2 ED 266 038

Environmental Influences
Future-Look: An Examination of the Future of the Community College from the Perspective of the Environmental, Economic, and Educational Influences on Courses, Programs, and Services.
123p. 2mf. L1 ED 265 918
Holland's Theory and Person-Environment Interactions.
18p. 1mf. L1 ED 265 478
Preservation and Restoration of Paper Records and Books: A RAMP Study with Guidelines.
121p. 2mf. L2 ED 265 878
Sex Equity and Math Achievement: A Summary of Research and Recommendations.
18p. 1mf. L1 ED 266 039

Epistemology
Comprehensive and Educative Approach to Program Evaluation.
11p. 1mf. L1 ED 266 193
Information Technologies: What You See Is Not (Always) What You Get. Revised.
35p. 1mf. L1 ED 265 872

Equal Education
Efforts in Universalization of Primary Education: The Case of Bangladesh. Occasional Papers Series, Number 12.
78p. 1mf. L2 ED 266 072
Implementation of Public Law 94-142 as It Relates to Handicapped Delinquents in the District of Columbia. Report to the Ranking Minority Member, Committee on the District of Columbia, House of Representatives.
53p. 1mf. L1 ED 265 717
Microcomputers in Schools, 1984-85. A Comprehensive Survey and Analysis.
130p. 2mf. L1 ED 265 822
New Women's Educational Equity Act: Still Alive and Making a Difference. PEER Policy Paper #3.
4p. 1mf. L2 ED 266 077
PEER Report Card: Update on Women and Girls in America's Schools--A State-by-State Survey. PEER Policy Paper #4.
20p. 1mf. L2 ED 266 078
Research Issues in Computer-Assisted Learning Environments.
18p. 1mf. L1 ED 265 823
Title IX Gender Equity Profile, 1984-85. Boulder Valley School District.
116p. 2mf. L1 ED 266 085
With Consequences for All. A Report from the ASCD Task Force on Increased High School Graduation Requirements.
42p. 1mf. L1 ED 266 160

Equal Opportunities (Jobs)
Faculty Salary Differentials by Race: A Management School Case Study of Suspected Treatment Discrimination.
36p. 1mf. L1 ED 265 753

Equipment
More We Do Together: Adapting the Environment for Children with Disabilities. Monograph No. 31.
91p. 1mf. L1 ED 265 708
Simple Workstation for the Conservation of Library Materials.
12p. 1mf. L1 ED 265 866

Equipment Evaluation
Cutting Tools. Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 338

Equipment Maintenance
Microcomputer Troubleshooting Training.
17p. 1mf. L1 ED 265 396
Turboprop Propulsion Mechanic.
657p. 7mf. L1 ED 265 355

Equipment Utilization
Aircraft Electrical Systems Specialist (AFSC 42350), Volumes 1-3, and Change Supplement, Volume 3.
338p. 4mf. L1 ED 265 361
Apprentice Machinist (AFSC 53130), Volumes 1-4, and Change Supplement (AFSC 42730).
491p. 6mf. L1 ED 265 360
Mix It! Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 351
Tools of the Trade. Youth Training Scheme. Core Exemplar Work Based Project.
25p. 1mf. L1 ED 265 332

Equivalency Tests
Texas Examination of Current Administrators and Teachers (TECAT). Test Specifications.
101p. 2mf. L1 ED 266 164

ERIC Digests
Teaching Early Childhood Educators and Other Adults How to Use Computers.
3p. 1mf. L1 ED 265 935

Error of Measurement
Credibility of Student Self-Reports.
64p. 1mf. L1 ED 266 174

Error Patterns
Rules in Child Language.
12p. 1mf. L1 ED 265 739
Teaching Strategies in Algebra: The Effectiveness of Relating and Sequencing Algebraic Concepts.
14p. 1mf. L1 ED 266 007

Estimation (Mathematics)
Comparison of the Estimated Item Parameters of Shiba's Word/Phrase Comprehension Tests Obtained by Logist 5 and Those by the Tetrachoric Method.
470p. 5mf. L1 ED 266 192
How Do I Get There? Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 308

Ethics
Ethical Guidelines for Students Completing the Interpersonal Communication Course.
27p. 1mf. L1 ED 265 598

Ethnic Studies
Guide to Puerto Rican Studies in Institutions of Higher Education in the United States, 1985-1986.
140p. 2mf. L2 ED 266 220

Ethnography
Ethnography and the English Classroom.
36p. 1mf. L2 ED 265 550

Ethology
Applying the Sociobiological Synthesis to Education.
20p. 1mf. L1 ED 265 650

Eugene Public Schools OR
Superintendent's September Observations.
26p. 1mf. L1 ED 265 626

Europe
Global High-Tech Economy Futures in the Information Age.
18p. 1mf. L1 ED 266 060

European Currency Unit
European Currency Unit: An Economical, Financial, and Political Currency.
8p. 1mf. L1 ED 266 082

European Economic Community
European Currency Unit: An Economical, Financial, and Political Currency.
8p. 1mf. L1 ED 266 082

European History
Teaching about the Holocaust and Genocide: Introduction. The Human Rights Series, Volume I.
137p. 2mf. L1 ED 266 074
Teaching about the Holocaust and Genocide. The Human Rights Series, Volume II.
581p. 7mf. L1 ED 266 075

Evaluation Criteria
All Our Kids Can Learn to Read: Guide to Parent and Citizen Action, Chicago SCHOOLWATCH.
178p. 2mf. L2 ED 265 521
Alternative Methods to Practicum Grading.
9p. 1mf. L1 ED 265 605
State Model for Local Evaluation, 1984-85. Tennessee Career Ladder Better Schools Program.
78p. 1mf. L1 ED 266 146
Teacher Evaluation Project. A Study of Measurement and Training Components Specified in the Management Training Act. Florida Statutes, Section 231.087. Final Report for 1982-1983.
229p. 3mf. L1 ED 266 121
Teacher Evaluation Project. The Beginning Teacher Program, Intellectual Skills Development, Validity Studies of the Evaluation System, Special Instrument Development. Report for 1984-1985.
247p. 3mf. L1 ED 266 120
Teacher Evaluation Study. Norming Study, Generic Competence Revision, Feedback Proposal, Cognitive Examinations, and Specialized Domains. Report for 1983-1984.
283p. 3mf. L1 ED 266 122

Evaluation Methods
Alternative Methods to Practicum Grading.
9p. 1mf. L1 ED 265 605
Analyzing the Various Approaches of Plain Language Laws. CDC Technical Report No. 29.
21p. 1mf. L1 ED 265 565
Entrance Testing at Community Colleges.
14p. 1mf. L1 ED 265 903
Evaluating Administrative Components of Program Implementation in the Adaptive Learning Environments Model.
59p. 1mf. L1 ED 266 148
Evaluation of Guidance Services in Scarborough Schools. Internal Evaluation Report No. 6.
310p. 4mf. L1 ED 265 462
Evaluation of Pupil Achievement.
28p. 1mf. L1 ED 266 150
Faculty Evaluation at the Community College.
12p. 1mf. L1 ED 265 910
Process for Designing and Implementing a Dual Purpose Evaluation System. CSE Resource Paper No. 7.
40p. 1mf. L1 ED 266 173
Program Assessment--A Canadian Example. The British Columbia Institute of Technology. Coombe Lodge Working Paper. Information Bank Number 1720.
115p. 2mf. L1 ED 265 300
Resource Papers and Technical Reports. Research into Practice Project.
174p. 2mf. L1 ED 266 172
State Model for Local Evaluation, 1984-85. Tennessee Career Ladder Better Schools Program.
78p. 1mf. L1 ED 266 146

Evaluation Needs
Instructional Evaluation: Current Issues and Future Directions.
11p. 1mf. L1 ED 265 641
Process for Designing and Implementing a Dual Purpose Evaluation System. CSE Resource Paper No. 7.
40p. 1mf. L1 ED 266 173

Evaluation Utilization
Documenting Evaluation Use: Guided Evaluation Decisionmaking. Evaluation Productivity Project.
81p. 1mf. L1 ED 266 154
Evaluation of Extension In-Service Education: Ritual or Precursor of Program Excellence?
13p. 1mf. L1 ED 266 149

Evaluative Thinking
How Do I Get There? Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 308
Qualitative Dimensions of Social Cognition in Adulthood.
16p. 1mf. L1 ED 265 477

Evaluators
Comprehensive and Educative Approach to Program Evaluation.
11p. 1mf. L1 ED 266 193
Documenting Evaluation Use: Guided Evaluation Decisionmaking. Evaluation Productivity Project.
81p. 1mf. L1 ED 266 154

Evolution
Applying the Sociobiological Synthesis to Education.
20p. 1mf. L1 ED 265 650

Excellence in Education
AASCU and the Nation's Schools: An Action Program for Excellence and Opportunity in Education.
6p. 1mf. L2 ED 265 813
Building a Positive School Climate.
7p. 1mf. L1 ED 265 663
Current Voices of Reforms in American Education: Ethnocentrism or Globalism.
19p. 1mf. L1 ED 265 646
Future Is Excellence. Report of the New Mexico Governor's Commission on Higher Education.
192p. 2mf. L1 ED 265 754

Excellence In Education
Investigation of the Factors Associated with Effective Public High Schools.
29p. 1mf. L1 ED 265 633

Excellence in Education
State Initiatives to Improve Undergraduate Education: ECS Survey Highlights.
6p. 1mf. L1 ED 265 800

Exceptional Persons
Laboratory Analysis within the Vocational Technical School as Adapted from a Guide to Job Analysis by the U.S. Department of Labor.
50p. 1mf. L1 ED 265 416
Vocational Assessment of the Special Needs Learner: A Special Education Perspective.
24p. 1mf. L1 ED 265 375

Exercise
De-fusing Dyslexia.
27p. 1mf. L1 ED 265 707

Exhibits
Role of the Research Museums. Science Policy Study--Hearings Volume 2. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 17, 1985). No. 56.
177p. 2mf. L1 ED 266 029

Expectation
Children and Social Networks.
18p. 1mf. L1 ED 265 954
Teachers Expectations of Bilingual Children's Achievement.
13p. 1mf. L1 ED 266 117

Expenditures
Higher Education's Economic Impact in Arkansas.
14p. 1mf. L1 ED 265 761
Mental Health, United States 1985.
233p. 3mf. L1 ED 265 444

Experiential Learning
Collaboration in Education and Employment: What It Takes To Make It Work. Annual Policy Forum Proceedings (Columbus, Ohio, October 29-31, 1985).
100p. 2mf. L1 ED 265 415
Conference '85. Council of Outdoor Educators of Ontario. Proceedings (15th, London, Ontario, Canada, September 25-29, 1985).
44p. 1mf. L1 ED 265 984
Credit and Attendance Alternatives for a Competency-Based Instructional Program.
117p. 2mf. L1 ED 265 660

Expert Systems
Acquiring, Representing, and Evaluating a Competence Model of Diagnostic Strategy.
97p. 2mf. L1 ED 266 178
Expert Systems and Special Education.
16p. 1mf. L1 ED 265 686

Explanations
Clinicians' Use of Explanation and Counterexplanation in a Judgment Task.
16p. 1mf. L1 ED 265 434

Expressive Language
Rules in Child Language.
12p. 1mf. L1 ED 265 739

Extended Degree Programs
Challenge of Reform in Teacher Education: An Historical Perspective of Program Changes in Teacher Education at the University of South Carolina, 1982-84.
16p. 1mf. L1 ED 266 106

Extended Family
Marital Instability and the Changing Kinship Networks of Grandparents.
22p. 1mf. L1 ED 265 443

Extension Agents
Extension Advisers' Perceptions of Their Jobs and Their Need for Additional Training in Relation to Duties and Demographic Characteristics.
21p. 1mf. L1 ED 265 382

Extension Education
Evaluation of Extension In-Service Education: Ritual or Precursor of Program Excellence?
13p. 1mf. L1 ED 266 149
Priority of Continuing Education Courses: Rigor or Marketing.
8p. 1mf. L1 ED 265 290

Facilitators
Business Incubator Development in Rural Areas.
17p. 1mf. L1 ED 265 983

Facility Inventory
Garage Storekeeping. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 333
ITeC Inventory. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 336

Factor Structure
Scale of Student Teaching Concerns for Use with Early Childhood Education Teacher Trainees.
32p. 1mf. L1 ED 265 927

aculty Advisers
Academic and Career Advising. Academic Challenges.
44p. 1mf. L1 ED 265 818

aculty College Relationship
Many Sectors, Many Professions. Comparative Higher Education Research Group. Working Paper #7.
69p. 1mf. L1 ED 265 796

aculty Development
ASHE Reader on Faculty and Faculty Issues in Colleges and Universities.
398p. mf. L3 ED 265 780
Complex Challenge of Professional Development: Current Trends and Future Opportunities.
41p. 1mf. L1 ED 265 911
Evaluation of Extension In-Service Education: Ritual or Precursor of Program Excellence?
13p. 1mf. L1 ED 266 149
Faculty Activity Analysis in the Universidad Tecnica Del Estado Campuses.
475p. 5mf. L1 ED 265 765
Faculty Evaluation at the Community College.
12p. 1mf. L1 ED 265 910
Four Dimensions of Staff Development Activities as Related to Part-Time Community College Instructors' Needs, Awareness, and Levels of Participation.
64p. 1mf. L1 ED 265 890
Honors Programs in the Community College: Reality and Promise.
14p. 1mf. L1 ED 265 906

aculty Evaluation
Faculty Evaluation at the Community College.
12p. 1mf. L1 ED 265 910
Statistical Review of Turnover among Library School Faculty Members, 1960-1984.
33p. 1mf. L1 ED 265 881

aculty Mobility
Statistical Review of Turnover among Library School Faculty Members, 1960-1984.
33p. 1mf. L1 ED 265 881

aculty Promotion
Statistical Review of Turnover among Library School Faculty Members, 1960-1984.
33p. 1mf. L1 ED 265 881

aculty Workload
Faculty Activity Analysis in the Universidad Tecnica Del Estado Campuses.
475p. 5mf. L1 ED 265 765
Faculty Salaries and Related Matters in the California Community Colleges, 1984-85. Commission Report 85-31.
16p. 1mf. L1 ED 265 897

airleigh Dickinson University NJ
Aggreement between Fairleigh Dickinson University and Fairleigh Dickinson University Council of American Association of University Professors Chapters. November 5, 1984-August 21, 1986.
189p. 2mf. L1 ED 265 788

amily Characteristics
Persons of Spanish Origin in the United States: March 1985 (Advance Report).
8p. 1mf. L1 ED 266 224
Population Profile of the United States 1983/84.
55p. 1mf. L1 ED 266 222

amily Day Care
Which Is Better for Young Children - Family Day Care or Center Care?
36p. 1mf. L1 ED 265 932

amily Environment
Parent-Child Communication about Television: A View from the Parent's Perspective.
27p. 1mf. L1 ED 265 840

amily Financial Resources
Does Need-Based Student Aid Discourage Saving for College?
28p. 1mf. L2 ED 265 783
Reducing Poverty among Children.
189p. 2mf. L1 ED 266 219

amily Income
On Gold Diggers: Status Gain or Loss in Age Heterogamous Marriages.
24p. 1mf. L1 ED 265 429

amily Influence
Children and Social Networks.
18p. 1mf. L1 ED 265 954
New Directions in Studying Children. Speeches from the Conference of the Erikson Institute (Chicago, Illinois, April 29-30, 1983).
72p. 1mf. L1 ED 265 951

amily Problems
Preventing Abuse in Family Foster Care. Instructor's Manual.
299p. 4mf. L2 ED 265 940
Prevention of Alcohol Abuse in American Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session.
205p. 3mf. L2 ED 265 472

amily Programs
Reducing Poverty among Children.
189p. 2mf. L1 ED 266 219

amily Relationship
Grandparents' Rights. Report from the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. To Accompany H. Con. Res. 67.
5p. 1mf. L1 ED 265 470
Marital Instability and the Changing Kinship Networks of Grandparents.
22p. 1mf. L1 ED 265 443
Married and Single Parents' Views of Grandparents: A Content Analysis.
24p. 1mf. L1 ED 265 447

amily Role
Married and Single Parents' Views of Grandparents: A Content Analysis.
24p. 1mf. L1 ED 265 447

amily Status
On Gold Diggers: Status Gain or Loss in Age Heterogamous Marriages.
24p. 1mf. L1 ED 265 429

amily Structure
Marital Instability and the Changing Kinship Networks of Grandparents.
22p. 1mf. L1 ED 265 443

arm Labor
Fencing Project. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 325

arm Occupations
Fencing Project. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 325
Sheep Stockmanship (Lambing). Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 327

arm Visits
Farm Experience: Its Importance in a Child's Life.
13p. 1mf. L1 ED 265 958

ather Attitudes
Father Involvement, Sex-Typing and the Toy Play of Children.
18p. 1mf. L2 ED 265 427

athers
Father Involvement, Sex-Typing and the Toy Play of Children.
18p. 1mf. L2 ED 265 427

ederal Aid
Characteristics of Households and Persons Receiving Selected Noncash Benefits: 1984.
148p. 2mf. L1 ED 266 221
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Urbana, IL).
209p. 3mf. L1 ED 265 771
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Cedar Rapids, IA).
107p. 2mf. L1 ED 265 770
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. (New York, NY).
158p. 2mf. L2 ED 265 819
Science in the Political Process. Science Policy Study--Hearings Volume 8. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 25, 26, 1985). No. 47.
181p. 2mf. L1 ED 266 030
SEOG Funds. Information on the Distribution of SEOG Funds to Students. GAO Briefing Report to Congressional Requestors.
48p. 1mf. L1 ED 265 791

ederal Government
Federal Role in Education. An NEA Policy Paper. Revised Edition.
32p. 1mf. L1 ED 265 651
Improving Child Care Services: What Can Be Done? Hearings before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session. (September 5, 6, 1984).
953p. 10mf. L1 ED 265 921
Presidential Initiative for the Second Term. Report of the Committee on the Next Agenda.
64p. 1mf. L2 ED 266 045
Relationship of Budget Policy to Unemployment. Hearing before the Task force on Economic Policy and the Task Force on Human Resources of the Committee on the Budget, House of Representatives, Ninety-Ninth Congress, First Session (November 20, 1985).
82p. 1mf. L1 ED 266 230

ederal Indian Relationship
Navajo History: The Land and the People.
359p. 4mf. L2 ED 265 990

ederal Legislation
Alternatives to Animal Use in Research, Testing, and Education. Summary.
68p. 1mf. L1 ED 266 020
Analyzing the Various Approaches of Plain Language Laws. CDC Technical Report No. 29.
21p. 1mf. L1 ED 265 565
Compilation of the Domestic Volunteer Service Act of 1973 as Amended through September 30, 1985. Prepared for Use by the Committee on Education and Labor, U.S. House of Representatives. 99th Congress, 2d Session.
38p. 1mf. L1 ED 265 390
Comprehensive Smokeless Tobacco and Health Education Act of 1985. United States Senate, Ninety-Ninth Congress, First Session. Report to Accompany S.1574.
21p. 1mf. L1 ED 265 461
Impact of Foreign-Trained Doctors on the Supply of Physicians.
137p. 2mf. L1 ED 265 785
National Health Service Corps Amendments of 1985. Report to Accompany S. 1285. Ninety-Ninth Congress, First Session.
34p. 1mf. L1 ED 265 804
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Urbana, IL).
209p. 3mf. L1 ED 265 771
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Cedar Rapids, IA).
107p. 2mf. L1 ED 265 770
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. (New York, NY).
158p. 2mf. L2 ED 265 819
Problems with the Administration's Voucher Proposal for Chapter 1. Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. Committee Print.
17p. 1mf. L1 ED 266 229

ederal Programs
Characteristics of Households and Persons Receiving Selected Noncash Benefits: 1984.
148p. 2mf. L1 ED 266 221
Civilian Conservation Corps and the National Park Service, 1933-1942: An Administrative History.
293p. 4mf. L1 ED 266 012
Federal Role in Education. An NEA Policy Paper. Revised Edition.
32p. 1mf. L1 ED 265 651
Guia Legal para Ciudadanos Envejeciente: Leyes y Programas Afectando los Ciudadanos Envejeciente de Kansas. (Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens).
101p. 2mf. L1 ED 265 987
Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens.
64p. 1mf. L1 ED 265 986
Migrant Services in South Carolina.
58p. 1mf. L1 ED 265 977
National Parks: Shaping the System.
115p. 2mf. L1 ED 266 013
Networking: A Case Study and Developmental Model.
79p. 1mf. L1 ED 265 876
Reducing Poverty among Children.
189p. 2mf. L1 ED 266 219

ederal Regulation
Alternatives to Animal Use in Research, Testing, and Education. Summary.
68p. 1mf. L1 ED 266 020
Asbestos in Our Schools. Taming the Silent Killer. A Handbook for Association Leaders Produced by NEA.
50p. 1mf. L2 ED 265 665
Legal Issues in Educational Order: Principals' Perceptions of School Discipline Policies and Practices.
14p. 1mf. L1 ED 265 653

edback
Effects of Augmented Verbal Information Feedback in the Motor Skill Learning of Totally Blind Subjects Fourteen to Twenty-one Years of Age.
16p. 1mf. L1 ED 266 112

males
Barriers to Self-Sufficiency for Single Female Heads of Families. Hearings before a Subcommitee of the Committee on Government Operations, House of Representatives, Ninety-Ninth Congress, First Session (July 9-10, 1985).
827p. 9mf. L1 ED 266 228
Children, Kitchen and Computer: Women--Torn between Family and Job. Developments in the Federal Republic of Germany. Social Report.
28p. 1mf. L1 ED 266 052
Clash of Ideologies: The Reagan Administration Versus the Women's Educational Equity Act.
5p. 1mf. L2 ED 266 079
Education and Employment. A Handbook to Promote Sex Equity.
73p. 1mf. L1 ED 265 385
Five Studies on the Situation of Women in Latin America. Estudios e Informes de la CEPAL. Second Edition.
196p. 3mf. L1 ED 266 063
(Continued)

Females *(Continued)*
Ida Husted Harper and the Leslie Bureau of Suffrage Education.
27p. 1mf. L1 ED 265 548
PEER Report Card: Update on Women and Girls in America's Schools--A State-by-State Survey. PEER Policy Paper #4.
20p. 1mf. L2 ED 266 078
Power for the Future: Women in the 1980s. UNICEF News, Issue 122.
37p. 1mf. L1 ED 266 062
Profile and Evaluation of Women's Program (1983) and Impact of Project Turning Point (Displaced Homemakers Program--1979-1981). Volume XIV, No. 5.
74p. 1mf. L1 ED 265 913
Profile of the Woman Engineer, 1984.
14p. mf. L3 ED 266 021
Women and Minorities in Science and Engineering.
257p. 3mf. L1 ED 266 027

Feminism
Children, Kitchen and Computer: Women--Torn between Family and Job. Developments in the Federal Republic of Germany. Social Report.
28p. 1mf. L1 ED 266 052
New Women's Educational Equity Act: Still Alive and Making a Difference. PEER Policy Paper #3.
4p. 1mf. L2 ED 266 077

Fence Building
Fencing Project. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 325

Field Crops
Monitoring Horticultural Crop Returns Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 330

Field Dependence Independence
Field Articulation: A Review of the Literature.
11p. 1mf. L1 ED 265 725

Field Tests
Field Test of a Structured Television Curriculum on the Mathematics Achievement of Incarcerated High School Equivalency Learners.
11p. 1mf. L1 ED 266 040

Fifth Generation Computers
Fifth Generation Computers: Their Implications for Further Education. An Occasional Paper.
65p. 1mf. L1 ED 265 373

Filing
Not Another File! Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 314

Film Base
Prediction of the Long Term Stability of Polyester-Based Recording Media. First Annual Report, June 1982; Second Annual Report, August 1983; Progress Report, December 1984.
131p. 2mf. L1 ED 265 835

Film Libraries
Directory of Australian Multicultural Films and Videos. A Resource Guide for Community Groups, Teachers, Film-makers, Researchers, Librarians.
140p. 2mf. L2 ED 266 209

Films
Directory of Australian Multicultural Films and Videos. A Resource Guide for Community Groups, Teachers, Film-makers, Researchers, Librarians.
140p. 2mf. L2 ED 266 209
Great Circle of Life. A Resource Guide to Humanistic Films on Aging.
365p. 4mf. L1 ED 265 832

Financial Aid Applicants
Does Need-Based Student Aid Discourage Saving for College?
28p. 1mf. L2 ED 265 783

Financial Policy
Financial Management: Cash Management Practices in Florida Community Colleges.
105p. 2mf. L1 ED 265 893
Relationship of Budget Policy to Unemployment. Hearing before the Task force on Economic Policy and the Task Force on Human Resources of the Committee on the Budget, House of Representatives, Ninety-Ninth Congress, First Session (November 20, 1985).
82p. 1mf. L1 ED 266 230

Financial Support
Academic and Practical Values of Debating.
17p. 1mf. L1 ED 265 586
Far, Far To Go: Public Spending for Children and Youth in Texas. Special Project Report.
71p. 1mf. L2 ED 266 211
Goals and Objectives of National Science Policy. Science Policy Study--Hearings Volume 1. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (February 28; March 7, 21, 28; April 4, 1985). No. 46.
228p. 3mf. L1 ED 266 028
Guia Legal para Ciudadanos Envejeciente: Leyes y Programas Afectando los Ciudadanos Envejeciente de Kansas. (Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens).
101p. 2mf. L1 ED 265 987
Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens.
64p. 1mf. L1 ED 265 986

Finnish
Rules in Child Language.
12p. 1mf. L1 ED 265 739

Fire Protection
Fire. Youth Training Scheme. Core Exemplar Work Based Project.
18p. 1mf. L1 ED 265 345

FLES
Establishing a Primary Level School of Spanish.
19p. 1mf. L1 ED 265 742

Flexible Working Hours
What's the Flexitime? Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 316

Flight Training
Communicative Relevancies of Instrument Flight; A Technologically Contingent World.
9p. 1mf. L1 ED 265 592

Florida
Financial Management: Cash Management Practices in Florida Community Colleges.
105p. 2mf. L1 ED 265 893
Teacher Evaluation and Assessment Center. Report for 1984-1985.
111p. 2mf. L1 ED 266 089

Florida Cooperative Extension Service
Evaluation of Extension In-Service Education: Ritual or Precursor of Program Excellence?
13p. 1mf. L1 ED 266 149

Florida Statewide Student Assessment Tests
Investigation of the Feasibility of Using the Three Parameter IRT Model in Florida's Student Assessment Program.
46p. 1mf. L1 ED 266 153
Investigation of the Feasibility of Using the Three-Parameter Model for Florida's Statewide Assessment Tests.
63p. 1mf. L1 ED 266 152

Focus on Teaching Project (Scotland)
Focus on Teaching Project. Final Report.
98p. 2mf. L1 ED 266 128

Focused Interviews
Personal Interview as a Data Collection Technique.
15p. 1mf. L1 ED 265 381

Folk Culture
Africatown, U.S.A. Some Aspects of Folklife and Material Culture of an Historic Landscape.
38p. 1mf. L1 ED 266 217

Followup Studies
Job Placement Guide. A Basic Approach to School-Based Job Placement Programs. Third Edition.
144p. 2mf. L1 ED 265 363

Food
Mix It! Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 351

Food Poisoning
Don't Eat Germs! Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 348

Food Selection
Children, Get a Headstart on the Road to Good Nutrition.
728p. 8mf. L1 ED 265 950

Food Service
Can You See the Taste? Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 346
Don't Eat Germs! Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 348
Ready, Steady, Go! Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 347
Use of a Microwave Oven. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 349

Foreign Countries
Changing Functions of Higher Education: Implications for Innovation. Reports from the 1984 OECD/Japan Seminar on Higher Education.
235p. 3mf. L1 ED 265 756
Children with Disabilities in Ordinary Schools: An Action Study of Non-Designed Educational Integration in Pakistan.
88p. 1mf. L1 ED 265 711
Guide to Theses and Dissertations: An International Bibliography of Bibliographies. Revised and Enlarged Edition.
264p. mf. L3 ED 265 777
Higher Education in Israel. Statistical Abstract, 1983/84.
164p. 2mf. L1 ED 265 803
Institutional Background for the Transition from School to Working Life in the FRG. Coombe Lodge Working Paper. Information Bank Number 1881.
22p. 1mf. L1 ED 265 301
Integration of the Handicapped in Secondary Schools: Five Case Studies. The Education of the Handicapped Adolescent, III.
170p. 2mf. L2 ED 265 714
Migrant and Refugee Youth in the Australian Labour Force. An Annotated Bibliography.
53p. 1mf. L2 ED 266 207
New Directions in Journalism Research. A Selection of Papers from the Colloquium on Research in Journalism (Dubrovnik, Yugoslavia, April 1985). Publications Series B.
128p. 2mf. L1 ED 265 538
Planning And Grants Committee, Council for Higher Education. Annual Report No. 11, Academic Year 1983/84.
69p. 1mf. L1 ED 265 802
Policy, Planning and Management in Technical and Vocational Education. A Comparative Study. Trends and Issues in Technical and Vocational Education 3.
150p. 2mf. L2 ED 265 287
Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Overview.
36p. 1mf. L2 ED 266 205
Research on Higher Education Program: An Overview. Swedish Research on Higher Education, 1985:8.
45p. 1mf. L1 ED 265 792
Review of Multicultural and Migrant Education.
160p. 2mf. L2 ED 266 208
University Benefits Survey. Part I (All Benefits Excluding Pensions).
159p. 2mf. L1 ED 265 805
Vocational Training in the USSR. Coombe Lodge Working Paper. Information Bank Number 2023.
36p. 1mf. L1 ED 265 305

Foreign Medical Graduates
Impact of Foreign-Trained Doctors on the Supply of Physicians.
137p. 2mf. L1 ED 265 785

Foreign Policy
Presidential Initiative for the Second Term. Report of the Committee on the Next Agenda.
64p. 1mf. L2 ED 266 045

Form Classes (Languages)
Gikuyu ni Kioigire: A First Course in Kikuyu. 1: Wirute Gikuyu.
359p. 4mf. L1 ED 265 733
Gikuyu ni Kioigire: A First Course in Kikuyu. 3: Essays, Texts, and Glossaries. Linguistic and Cultural Reference Materials.
492p. 6mf. L1 ED 265 735
Using the Rods for Structural Grammar.
7p. 1mf. L1 ED 265 747

Formative Evaluation
Evaluation of Pupil Achievement.
28p. 1mf. L1 ED 266 150
Formative Evaluation of the Computer-Assisted Learning Pilot Project in Canadian Federal Penitentiary Schools. August 1983-March 1984.
88p. 1mf. L1 ED 265 387

Foster Care
Preventing Abuse in Family Foster Care. Instructor's Manual.
299p. 4mf. L2 ED 265 940

Foster Family
Preventing Abuse in Family Foster Care. Instructor's Manual.
299p. 4mf. L2 ED 265 940

Foundations of Education
How Research Has Changed American Schools. A History from 1840 to the Present.
611p. mf. L3 ED 266 104
Searching for a Prophet: The Naive State of Education as a Science.
27p. 1mf. L1 ED 265 628

Fractions
Investigations in Mathematics Education. Volume 18, Number 4.
73p. 1mf. L1 ED 266 031

French
Activities for Immersion. Proceedings of the 1983 Summer Immersion Workshop for Foreign Language Teachers Sponsored by the South Carolina State Department of Education.
43p. 1mf. L1 ED 265 746
Ram's Horn, Volume Three, 1-4 (Double Issue), Summer-Spring 1982-1983.
100p. 2mf. L2 ED 265 731

French Literature
Most Significant Rhetorical Work in French Is: L'Abbe Joseph Cyprien Nadal's "Dictionnaire d'Eloquence Sacree" (Paris: Migne, 1851).
22p. 1mf. L1 ED 265 600

Friendship
Children's Peer Relationships.
3p. 1mf. L1 ED 265 936

Fringe Benefits
University Benefits Survey. Part I (All Benefits Excluding Pensions).
159p. 2mf. L1 ED 265 805

Functional Ability Rating Scale
Functional Ability Rating Scale (FARS): A Community Developed, Behaviorally Based Instrument Designed to Assess a Subject's Capabilities in Seven Areas of Major Life Activity. Technical Manual.
40p. 1mf. L1 ED 266 147

Functional Reading
Speaking With Us.
59p. 1mf. L1 ED 265 744

Fund Raising
Connect with Parents: Build Support Groups. Conference Proceedings (Colorado Springs, Colorado, August 3-4, 1984).
49p. 1mf. L2 ED 265 422

Future Homemakers of America
Role of the Future Homemakers of America Student Organization in Facilitating the Development of Critical Thinking Skills.
17p. 1mf. L1 ED 265 397

Futures (of Society)
Class of 2001: Coping with the Computer Bandwagon. Words of Note Series.
18p. 1mf. L2 ED 266 069
Curriculum Power: Thinking Futuristically, Acting Realistically.
22p. 1mf. L1 ED 266 056
Future-Look: An Examination of the Future of the Community College from the Perspective of the Environmental, Economic, and Educational Influences on Courses, Programs, and Services.
123p. 2mf. L1 ED 265 918
Global High-Tech Economy Futures in the Information Age.
18p. 1mf. L1 ED 266 060
Global Unemployment: Challenge to Futurists.
26p. 1mf. L1 ED 266 084
Human Capital Formation in the Post Industrial Society.
8p. 1mf. L1 ED 265 365
Leadership: The Critical Variable.
10p. 1mf. L1 ED 265 621
Multilateral Organizations for the 1990's: A Report of a Series of Workshops, a Conference, and Various Study Groups. October 1984 to January 1985.
60p. 1mf. L1 ED 266 065
Policy Analysis and Simulation System for Educational Institutions.
13p. 1mf. L1 ED 265 632
Power for the Future: Women in the 1980s. UNICEF News, Issue 122.
37p. 1mf. L1 ED 266 062
Preparing the Technology Education Profession for the Future.
37p. 1mf. L1 ED 265 408
Science, Technology and the Quality of Life.
11p. 1mf. L1 ED 266 076
Theory Z and American Education in an Advanced Industrial Society.
39p. 1mf. L1 ED 265 649
Very Large Scale Integration (VLSI).
14p. 1mf. L1 ED 265 841
Work and Programmable Automation.
22p. 1mf. L1 ED 265 405

Games
Activities for Immersion. Proceedings of the 1983 Summer Immersion Workshop for Foreign Language Teachers Sponsored by the South Carolina State Department of Education.
43p. 1mf. L1 ED 265 746

Gender Identity
Gender Segregation in Nursery School: Predictors and Outcomes.
21p. 1mf. L1 ED 265 968

General Education
New Jersey Community College General Education Regulations.
13p. 1mf. L1 ED 265 905
Of Specialists and Generalists.
20p. 1mf. L1 ED 266 009

Generalization
Investigating the Problem of Skill Generalization. 3rd Edition. With Literature Reviews.
129p. 2mf. L1 ED 265 695

Genetics
General Biology Syllabus.
82p. 1mf. L1 ED 266 008

Genocide
Teaching about the Holocaust and Genocide: Introduction. The Human Rights Series, Volume I.
137p. 2mf. L1 ED 266 074
Teaching about the Holocaust and Genocide. The Human Rights Series, Volume II.
581p. 7mf. L1 ED 266 075

Geographic Concepts
Introducing Physical Geography: A Laboratory Sourcebook for Community Colleges.
141p. 2mf. L1 ED 265 889

Geographic Distribution
California College-Going Rates, 1984 Update. Report 85-34.
59p. 1mf. L1 ED 265 784
Profiles of Enrollments and Origin of Students at Washington Public Four-Year Institutions of Higher Education for Fall Term, 1983.
25p. 1mf. L1 ED 265 782

Geographic Regions
New England. Reading for Young People.
194p. mf. L3 ED 265 499

Geography Instruction
Introducing Physical Geography: A Laboratory Sourcebook for Community Colleges.
141p. 2mf. L1 ED 265 889

German
Ram's Horn, Volume Three, 1-4 (Double Issue), Summer-Spring 1982-1983.
100p. 2mf. L2 ED 265 731

Gestalt Therapy
Psychological Anthropology: A Modular Approach. Cultural Anthropology.
16p. 1mf. L2 ED 265 916

Gifted
Activities for Teaching the Gifted Across the Curriculum. 1985 Summer Institute.
69p. 1mf. L1 ED 265 724
Literature for Use with Gifted Children.
24p. 1mf. L1 ED 265 721
Research Base Program Development Model for Exceptional Learners.
29p. 1mf. L1 ED 265 673
Use of Teacher-Judgment Measures in the Identification of Gifted Pupils.
49p. 1mf. L1 ED 265 679

Global Approach
Current Voices of Reforms in American Education: Ethnocentrism or Globalism.
19p. 1mf. L1 ED 265 646
Global High-Tech Economy Futures in the Information Age.
18p. 1mf. L1 ED 266 060
Global Unemployment: Challenge to Futurists.
26p. 1mf. L1 ED 266 084
World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Educators Based on the Work of Participants in the UN Fellowship Programme for Educators (1975-1981) and the UNESCO Associated Schools Project.
248p. 3mf. L2 ED 266 047

Goodness of Fit
Asymptotic Properties of Induced Maximum Likelihood Estimates of Nonlinear Models for Item Response Variables: The Finite-Generic-Item-Pool Case.
42p. 1mf. L1 ED 266 177

Governance
Agreement between Fairleigh Dickinson University and Fairleigh Dickinson University Council of American Association of University Professors Chapters. November 5, 1984-August 21, 1986.
189p. 2mf. L1 ED 265 788
Charter of the United Nations and Statute of the International Court of Justice.
47p. 1mf. L2 ED 266 050
Focus on Navajo Tribal Government.
26p. 1mf. L1 ED 265 992
Many Sectors, Many Professions. Comparative Higher Education Research Group. Working Paper #7.
69p. 1mf. L1 ED 265 796

Governing Boards
ACCT Trustee Quarterly; Volume 9, Numbers 1-4, 1984-1985.
144p. 2mf. L1 ED 265 915
Composition of Governing Boards, 1985. A Survey of College and University Boards. AGB Special Report.
45p. 1mf. L1 ED 265 810
Nominating Committee. AGB Standing Committee Series.
21p. 1mf. L1 ED 265 808
Recruiting Seminary Trustees.
23p. 1mf. L1 ED 265 775
Trusteeship in the Private College.
180p. mf. L3 ED 265 769

Government Publications
Continuing Education for the Personnel of Small Public Libraries: Program Development at the Iowa State University Library and Its Public Services Course. Iowa State University Library Series in Continuing Education, no. 2.
20p. 1mf. L1 ED 265 885
Managing Local Government Records: A Manual for Local Government Officials in New York State.
108p. 2mf. L1 ED 265 875
Migrant and Refugee Youth in the Australian Labour Force. An Annotated Bibliography.
53p. 1mf. L2 ED 266 207
Report from the States, 1985. White House Conference on Library and Information Services Task Force 6th Annual Report.
68p. 1mf. L1 ED 265 884
Standard Reference Data Publications, 1964-1984. NBS Special Publication 708.
147p. 2mf. L1 ED 265 887

Government Role
Barriers to Self-Sufficiency for Single Female Heads of Families. Hearings before a Subcommitee of the Committee on Government Operations, House of Representatives, Ninety-Ninth Congress, First Session (July 9-10, 1985).
827p. 9mf. L1 ED 266 228
Federal Role in Addressing the Tragedy of Youth Suicide. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on Adequacy of Current Federal Research and Prevention Efforts and the Role of the Office of Juvenile Justice and Delinquency Prevention in Youth Suicides.
106p. 2mf. L1 ED 265 485
Federal Role in Education. An NEA Policy Paper. Revised Edition.
32p. 1mf. L1 ED 265 651
Goals and Objectives of National Science Policy. Science Policy Study--Hearings Volume 1. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (February 28; March 7, 21, 28; April 4, 1985). No. 46.
228p. 3mf. L1 ED 266 028
Improving Child Care Services: What Can Be Done? Hearings before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session. (September 5, 6, 1984).
953p. 10mf. L1 ED 265 921
Presidential Initiative for the Second Term. Report of the Committee on the Next Agenda.
64p. 1mf. L2 ED 266 045
Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Report.
388p. 5mf. L2 ED 266 206
Science in the Political Process. Science Policy Study--Hearings Volume 8. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 25, 26, 1985). No. 47.
181p. 2mf. L1 ED 266 030

Government School Relationship
Federal Role in Education. An NEA Policy Paper. Revised Edition.
32p. 1mf. L1 ED 265 651
Proposiciones Sobre Autonomia Universitaria. (Propositions on University Autonomy).
26p. 1mf. L1 ED 265 996
State Initiatives to Improve Undergraduate Education: ECS Survey Highlights.
6p. 1mf. L1 ED 265 800
Training's Policies: Public and Private Reinforcement for the American Economy. Final Report. The Impact of Public Policy on Education and Training in the Private Sector.
91p. 1mf. L1 ED 265 377

Governmental Structure
Focus on Navajo Tribal Government.
26p. 1mf. L1 ED 265 992

rade Point Average
Improvement in Grades and Dropout Rates of Apprehensive College Students Who Voluntarily Videotaped Their Speeches.
23p. 1mf. L1 ED 265 609

rade 6
Cultural Variations in Family Beliefs about Children's Performance in Mathematics: Comparisons among the People's Republic of China, Chinese-American, and Caucasian-American Families.
46p. 1mf. L1 ED 265 962

rading
Alternative Methods to Practicum Grading.
9p. 1mf. L1 ED 265 605

raduate School Faculty
Statistical Review of Turnover among Library School Faculty Members, 1960-1984.
33p. 1mf. L1 ED 265 881

raduate Students
Graduate Student Survey, 1983-1984 AIP Report.
14p. 1mf. L1 ED 265 758

raduate Study
Directory of Graduate Programs in the Communication Arts and Sciences, 1986-1987. Ninth Edition .
315p. mf. L3 ED 265 577
Guide to Theses and Dissertations: An International Bibliography of Bibliographies. Revised and Enlarged Edition.
264p. mf. L3 ED 265 777
Master's Degree in Transition.
6p. 1mf. L1 ED 265 799

raduation Requirements
Managing Students' Progress through Teacher Education Program.
10p. 1mf. L1 ED 266 092
Quality Assessments of Prospective Teachers: Surveys of Previous and Present Practices. College Reading and Learning Assistance Technical Report 85-11.
40p. 1mf. L1 ED 266 133
With Consequences for All. A Report from the ASCD Task Force on Increased High School Graduation Requirements.
42p. 1mf. L1 ED 266 160

rammar
Gikuyu ni Kioigire: A First Course in Kikuyu. 3: Essays, Texts, and Glossaries. Linguistic and Cultural Reference Materials.
492p. 6mf. L1 ED 265 735
Gikuyu ni Kioigire: A First Course in Kikuyu. 1: Wirute Gikuyu.
359p. 4mf. L1 ED 265 733
Grammar and Good Taste: Reforming the American Language.
263p. mf. L3 ED 265 546

randchildren
Grandparents' Rights. Report from the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. To Accompany H. Con. Res. 67.
5p. 1mf. L1 ED 265 470
Married and Single Parents' Views of Grandparents: A Content Analysis.
24p. 1mf. L1 ED 265 447

randparents
Grandparents' Rights. Report from the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. To Accompany H. Con. Res. 67.
5p. 1mf. L1 ED 265 470
Marital Instability and the Changing Kinship Networks of Grandparents.
22p. 1mf. L1 ED 265 443
Married and Single Parents' Views of Grandparents: A Content Analysis.
24p. 1mf. L1 ED 265 447

rants
National Association of State Scholarship and Grant Programs. 14th Annual Survey, 1982-83 Academic Year.
258p. 3mf. L1 ED 265 820
National Association of State Scholarship and Grant Programs. 17th Annual Survey Report, 1985-86 Academic Year.
220p. 3mf. L1 ED 265 821

raphic Organizers
Graphic Climate in History Class: The Perceptions of Seventh and Eleventh Graders.
18p. 1mf. L1 ED 265 518

eenhouses
People Who Live in Glass Houses. Youth Training Scheme. Core Exemplar Work Based Project.
25p. 1mf. L1 ED 265 331

ounds Keepers
Looking after Lawns and Bedding. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 326
People Who Live in Glass Houses. Youth Training Scheme. Core Exemplar Work Based Project.
25p. 1mf. L1 ED 265 331

oup Counseling
Strategies for Coping with Stress and Chronic Pain.
11p. 1mf. L1 ED 265 467

ouping (Instructional Purposes)
Group Story Mapping: A Comprehension Strategy for Both Skilled and Unskilled Readers. Technical Report No. 363.
36p. 1mf. L1 ED 265 525

essing (Tests)
Between-Groups Experimental Design for Studies of Rights and Formula Scoring.
9p. 1mf. L1 ED 266 145

idance Objectives
Evaluation of Guidance Services in Scarborough Schools. Internal Evaluation Report No. 6.
310p. 4mf. L1 ED 265 462

idance Programs
Children and Crises: A Developmental Guidance Approach.
25p. 1mf. L1 ED 265 448
Evaluation of Guidance Services in Scarborough Schools. Internal Evaluation Report No. 6.
310p. 4mf. L1 ED 265 462

idelines
Ethical Guidelines for Students Completing the Interpersonal Communication Course.
27p. 1mf. L1 ED 265 598

bit Formation
Smokeless Tobacco: Attitudes and Practices in a Sample of Preservice Teachers.
16p. 1mf. L1 ED 266 135

itian Creole
Handbook for Teachers of Haitian Students in New Jersey.
135p. 2mf. L1 ED 266 227

itians
Erasmus Hall High School Bilingual Program 1983-1984. O.E.A. Evaluation Report.
47p. 1mf. L1 ED 266 203
Handbook for Teachers of Haitian Students in New Jersey.
135p. 2mf. L1 ED 266 227

nd Tools
Basic Electricity in Agricultural Mechanics.
191p. 2mf. L1 ED 265 369
Tools of the Trade. Youth Training Scheme. Core Exemplar Work Based Project.
25p. 1mf. L1 ED 265 332
Use of Hand Tools in Agricultural Mechanics.
131p. 2mf. L1 ED 265 368

ndicap Identification
Alternative Assessment Techniques for High Risk Preschoolers.
14p. 1mf. L1 ED 265 684
Current Practices in Diagnosing the Mentally Retarded.
14p. 1mf. L1 ED 265 688
Functional Ability Rating Scale (FARS): A Community Developed, Behaviorally Based Instrument Designed to Assess a Subject's Capabilities in Seven Areas of Major Life Activity. Technical Manual.
40p. 1mf. L1 ED 266 147
Is Your District Considering a Preschool Special Education Program?
10p. 1mf. L1 ED 265 685

ndwriting
Evaluating the Difficulty of Cursive, Manuscript, Italic and D'Nealian Handwriting.
28p. 1mf. L1 ED 265 539
Evaluation of the Speed and Legibility of Italic Handwriting.
25p. 1mf. L1 ED 265 540
Kindergarten Performance for Reading and Matching Four Styles of Handwriting.
17p. 1mf. L1 ED 265 536

rper (Ida Husted)
Ida Husted Harper and the Leslie Bureau of Suffrage Education.
27p. 1mf. L1 ED 265 548

zardous Materials
Asbestos in Our Schools. Taming the Silent Killer. A Handbook for Association Leaders Produced by NEA.
50p. 1mf. L2 ED 265 665

alth
Developments in Aging: 1984. Volume 1. A Report of the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session. Pursuant to S. Res. 354, March 2, 1984, Resolution Authorizing a Study of the Problems of the Aged and Aging.
416p. 5mf. L1 ED 265 436
Working with Patients from Other Cultures: Recent References for the Health Professional.
25p. 1mf. L1 ED 266 231

Health Education
Comprehensive Smokeless Tobacco and Health Education Act of 1985. United States Senate, Ninety-Ninth Congress, First Session. Report to Accompany S.1574.
21p. 1mf. L1 ED 265 461

Health Needs
Action Plan for Children: New Jersey. Recommendations of the Governor's Committee on Children's Services Planning.
186p. 2mf. L1 ED 265 930
Communication for Water. Handbooks in Communication and Training for CSDR No. 2.
23p. 1mf. L1 ED 266 014
Working with Patients from Other Cultures: Recent References for the Health Professional.
25p. 1mf. L1 ED 266 231

Health Programs
HCI-IFU: Infant Follow-Up Services Offered by the Tennessee Department of Health and Environment.
19p. 1mf. L1 ED 265 941
State of the World's Children, 1986.
99p. 2mf. L1 ED 265 926

Helping Relationship
Counselling Model for Managers in Further and Higher Education. Coombe Lodge Working Paper. Information Bank Number 1737.
9p. 1mf. L1 ED 265 486
Family Caregivers and Burden: A Developmental Perspective.
18p. 1mf. L1 ED 265 439
Relationships with Adult Children: Support Functions and Vulnerabilities.
30p. 1mf. L1 ED 265 446

Helplessness
Helplessness, Pseudohelplessness and Psychotherapy.
28p. 1mf. L1 ED 265 424

Hidden Curriculum
Beyond the Curriculum: Creating the Conditions for Learning.
28p. 1mf. L1 ED 266 181
Nebraska Interstate-80 Sculpture Project and the Hidden Arts Curriculum of Small Towns.
23p. 1mf. L1 ED 266 057

High Risk Persons
Clinical Aspects of Assessment and Intervention with Resistant Clients.
18p. 1mf. L1 ED 265 450

High Risk Students
Keeping Students in School. Dropout Data, Research, and Programs.
61p. 1mf. L1 ED 265 430

High School and Beyond (NCES)
Investigation of the Factors Associated with Effective Public High Schools.
29p. 1mf. L1 ED 265 633

High School Equivalency Programs
Field Test of a Structured Television Curriculum on the Mathematics Achievement of Incarcerated High School Equivalency Learners.
11p. 1mf. L1 ED 266 040
Vocational Training and Education in Alberta. Coombe Lodge Case Study. Information Bank Number 2003.
30p. 1mf. L1 ED 265 304

High School Graduates
Profiles of Enrollments and Origin of Students at Washington Public Four-Year Institutions of Higher Education for Fall Term, 1983.
25p. 1mf. L1 ED 265 782

High School Students
Discovery Learning and Cognitive Development--The UKU Project.
14p. 1mf. L1 ED 265 920
Keeping Students in School. Dropout Data, Research, and Programs.
61p. 1mf. L1 ED 265 430
Study of Student Career Choices in Three High Schools of the Upper Cumberland Region of Middle Tennessee.
17p. 1mf. L1 ED 265 403
Teaching as a Career. High School Students' Perceptions of Teachers and Teaching.
62p. 1mf. L1 ED 266 088

High Schools
Creation of an Alternative High School in the West Fargo School District--An Analysis.
36p. 1mf. L1 ED 265 291
Identifying the Gifted and Providing for Their Education: An Evaluation of School Based Procedures in the Edmonton Catholic School System. Part II: An Evaluation of the Honors Program in Archbishop MacDonald High School.
103p. 2mf. L1 ED 265 683
Investigation of the Factors Associated with Effective Public High Schools.
29p. 1mf. L1 ED 265 633

Higher Education
Articulation of TAFE Middle-Level and Higher Education Courses in Australia.
267p. 3mf. L1 ED 265 297
Changing Functions of Higher Education: Implications for Innovation. Reports from the 1984 OECD/Japan Seminar on Higher Education.
235p. 3mf. L1 ED 265 756
College & University Employees, New York State, 1984-85.
16p. 1mf. L1 ED 265 811
Developing a Management Information System.
15p. 1mf. L1 ED 265 870
Future Is Excellence. Report of the New Mexico Governor's Commission on Higher Education.
192p. 2mf. L1 ED 265 754
Higher Education and the American Resurgence. A Carnegie Foundation Special Report.
282p. 3mf. L2 ED 265 759
Higher Education in Israel. Statistical Abstract, 1983/84.
164p. 2mf. L1 ED 265 803
Higher Education's Economic Impact in Arkansas.
14p. 1mf. L1 ED 265 761
Information-Related Problems of Statewide Management Information Systems.
41p. 1mf. L1 ED 265 871
Library Resources: A Self-Paced Workbook for the University of Arkansas Libraries. Revised .
75p. 1mf. L1 ED 265 874
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Urbana, IL).
209p. 3mf. L1 ED 265 771
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Cedar Rapids, IA).
107p. 2mf. L1 ED 265 770
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. (New York, NY).
158p. 2mf. L2 ED 265 819
Planning And Grants Committee, Council for Higher Education. Annual Report No. 11, Academic Year 1983/84.
69p. 1mf. L1 ED 265 802
Research in Higher Education: A Guide to Source Bibliographies. Second Edition.
133p. mf. L3 ED 265 793
Research on Higher Education Program: An Overview. Swedish Research on Higher Education, 1985:8.
45p. 1mf. L1 ED 265 792

Higher Education Act 1965
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Urbana, IL).
209p. 3mf. L1 ED 265 771
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Cedar Rapids, IA).
107p. 2mf. L1 ED 265 770
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. (New York, NY).
158p. 2mf. L2 ED 265 819

Highline School District WA
Declining Enrollments.
35p. 1mf. L1 ED 265 624

Hispanic Americans
Bilingual Program in Auxiliary Services for High Schools 1983-1984. O. E. A. Evaluation Report.
87p. 1mf. L1 ED 266 225
Crime and the Hispanic Elderly.
20p. 1mf. L1 ED 265 459
Dewitt Clinton High School Project BISECT 1983-1984. O.E.A. Evaluation Report.
46p. 1mf. L1 ED 266 232
Erasmus Hall High School Bilingual Program 1983-1984. O.E.A. Evaluation Report.
47p. 1mf. L1 ED 266 203
Grover Cleveland High School Project CAUSA 1983-1984. O.E.A. Evaluation Report.
70p. 1mf. L1 ED 266 226
Persons of Spanish Origin in the United States: March 1985 (Advance Report).
8p. 1mf. L1 ED 266 224
Racial/Ethnic Distribution of Public School Students and Staff, New York State 1984-85.
55p. 1mf. L1 ED 266 223
South Bronx High School Career Awareness/Survival Skills Bilingual Program 1983-1984. O.E.A. Evaluation Report.
36p. 1mf. L1 ED 266 201
Support System of the Hispanic Elderly and the Use of Formal Social Services.
25p. 1mf. L2 ED 265 981
Transitional Bilingual Program Guidelines. Revised.
20p. 1mf. L2 ED 266 196
William H. Taft High School Project HOLA 1983-1984. O.E.A. Evaluation Report.
74p. 1mf. L1 ED 266 202
Working with Patients from Other Cultures: Recent References for the Health Professional.
25p. 1mf. L1 ED 266 231

Historiography
Historical Inquiry in Vocational Education.
24p. 1mf. L1 ED 265 353

History Instruction
Clear de Road. A Virgin Islands History Textbook.
209p. 3mf. L1 ED 266 055
Clear de Road: A Manual for Teachers to Accompany a Virgin Islands History Textbook of the Same Name on Virgin Islands History for Fourth Grade.
136p. 2mf. L1 ED 266 054

History Textbooks
Clear de Road. A Virgin Islands History Textbook.
209p. 3mf. L1 ED 266 055
Clear de Road: A Manual for Teachers to Accompany a Virgin Islands History Textbook of the Same Name on Virgin Islands History for Fourth Grade.
136p. 2mf. L1 ED 266 054

Hmong People
Your New Life in the United States. Hmong Edition.
221p. 3mf. L1 ED 265 750

Holistic Approach
Multimodal Self-Management for Children: An Holistic Program for Teachers.
16p. 1mf. L1 ED 265 441

Holistic Evaluation
Comprehensive and Educative Approach to Program Evaluation.
11p. 1mf. L1 ED 266 193

Holland (John L)
Holland's Theory and Person-Environment Interactions.
18p. 1mf. L1 ED 265 478

Holocaust
Teaching about the Holocaust and Genocide: Introduction. The Human Rights Series, Volume I.
137p. 2mf. L1 ED 266 074
Teaching about the Holocaust and Genocide. The Human Rights Series, Volume II.
581p. 7mf. L1 ED 266 075

Home Economics
Learning Centers: A Personalized Approach to Mainstreaming.
43p. 1mf. L2 ED 265 726
Role of the Future Homemakers of America Student Organization in Facilitating the Development of Critical Thinking Skills.
17p. 1mf. L1 ED 265 397

Home Health Care
Correlates of Home Health Care Services Use among the Elderly.
17p. 1mf. L1 ED 265 457

Home Programs
Correlates of Home Health Care Services Use among the Elderly.
17p. 1mf. L1 ED 265 457
Effects of Home Care on the Quality of Circumstances of the Elderly.
30p. 1mf. L1 ED 265 469
Recreation Therapy: Implications for the Ventilator Assisted Child.
16p. 1mf. L1 ED 265 704

Home Visits
HCI-IFU: Infant Follow-Up Services Offered by the Tennessee Department of Health and Environment.
19p. 1mf. L1 ED 265 941

Homework
Attendance, Homework, Promotion and Retention: A Manual on Policy Development and Administrative Procedures.
43p. 1mf. L1 ED 265 668

Honors Curriculum
Guidelines for Implementing an Honors Program in Communication.
25p. 1mf. L1 ED 265 608
Honors Programs in the Community College: Reality and Promise.
14p. 1mf. L1 ED 265 906
Identifying the Gifted and Providing for Their Education: An Evaluation of School Based Procedures in the Edmonton Catholic School System. Part II: An Evaluation of the Honors Program in Archbishop MacDonald High School.
103p. 2mf. L1 ED 265 683
Racially Integrating College-Preparatory Math Classes--An Evaluation of a University-High School Partnership.
29p. 1mf. L1 ED 266 032

Hospices
Hospice Concept: Health Occupation 305.
46p. 1mf. L1 ED 265 891

Hospitalized Children
Hospital Use by Children in the United States and Canada. Comparative International Vital and Health Statistics Reports.
76p. 1mf. L1 ED 265 474

Housing
Developments in Aging: 1984. Volume 1. A Report of the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session. Pursuant to S. Res. 354, March 2, 1984, Resolution Authorizing a Study of the Problems of the Aged and Aging.
416p. 5mf. L1 ED 265 436

Human Body
General Biology Syllabus.
82p. 1mf. L1 ED 266 008

Human Relations
Great Circle of Life. A Resource Guide to Humanistic Films on Aging.
365p. 4mf. L1 ED 265 832

Human Services
Migrant Services in South Carolina.
58p. 1mf. L1 ED 265 977

Humanistic Education
Great Circle of Life. A Resource Guide to Humanistic Films on Aging.
365p. 4mf. L1 ED 265 832
Teacher Education as a Moral Enterprise: Using the Humanities to Affect the Preparation of Teachers. A Special Initiatives Proposal to Improve the Preparation of Teachers.
22p. 1mf. L1 ED 266 125

Humor
Children's Humor: A Cognitive-Developmental Perspective.
45p. 1mf. L1 ED 265 937
Make More Time for Laughter in a Preschool Setting.
100p. 2mf. L1 ED 265 971

Hydraulics
Aircraft Pneudraulic Systems Mechanic (AFSC 42354).
727p. 8mf. L1 ED 265 359

Iceland
Rise and Fall of the Social Science Curriculum Project in Iceland, 1974-84: Reflections on Reason and Power in Educational Progress.
61p. 1mf. L1 ED 266 083

Illinois
Illinois Teacher Salary Schedule and Policy Study. 1984-1985.
190p. 2mf. L1 ED 266 132
Illinois, An Educational Step Backward.
11p. 1mf. L1 ED 265 985
Public Attitudes toward Education Spending: The Role of Attentiveness to Local Schools.
18p. 1mf. L1 ED 265 657

Illinois Cooperative Conservation Program
Simple Workstation for the Conservation of Library Materials.
12p. 1mf. L1 ED 265 866

Illiteracy
Dropout and Functional Illiteracy Rates in Central Appalachia. Appalachian Data Bank Report #1.
16p. 1mf. L1 ED 265 997
Radio for Literacy. A Reader on the Use of Radio in Literacy Programmes. For Use in Workshops of the German Foundation for International Development. Workshop Series.
413p. 5mf. L1 ED 265 372

Imaging
Sequential Processes in Image Generation: An Objective Measure. Technical Report #6.
68p. 1mf. L1 ED 266 188
Visual Hemispheric Specialization: A Computational Theory. Technical Report #7.
84p. 1mf. L1 ED 266 190

Immersion Programs
Activities for Immersion. Proceedings of the 1983 Summer Immersion Workshop for Foreign Language Teachers Sponsored by the South Carolina State Department of Education.
43p. 1mf. L1 ED 265 746
English Reading Skills of Kindergarten and Grade One French Immersion Students and Response.
61p. 1mf. L2 ED 265 531

Immigrants
Your New Life in the United States. Chinese Edition.
219p. 3mf. L1 ED 265 751
Your New Life in the United States. Hmong Edition.
221p. 3mf. L1 ED 265 750
Your New Life in the United States. Khmer Edition.
222p. 3mf. L1 ED 265 748
Your New Life in the United States. Lao Edition.
220p. 3mf. L1 ED 265 749
Bilingual Program in Auxiliary Services for High Schools 1983-1984. O. E. A. Evaluation Report.
87p. 1mf. L1 ED 266 225
Directory of Australian Multicultural Films and Videos. A Resource Guide for Community Groups, Teachers, Film-makers, Researchers, Librarians.
140p. 2mf. L2 ED 266 209
How Do Immigrants Affect Us Economically?
120p. 2mf. L1 ED 266 197
Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Overview.
36p. 1mf. L2 ED 266 205
Review of Multicultural and Migrant Education.
160p. 2mf. L2 ED 266 208
Sach Huong Dan Nguoiti Nan O Hoa Ky (Your New Life in the United States). Vietnamese Edition.
218p. 3mf. L1 ED 265 752

Immunization Programs
State of the World's Children, 1986.
99p. 2mf. L1 ED 265 926

Improvement Programs
Beacon Hill Elementary Staff Involvement Leads to Improvements. Profiles Programs & Products. Goal Based Education Number 46.
6p. 1mf. L1 ED 266 127
Multi-Faceted Strategy for Improving Science and Math Education in North Carolina.
15p. 1mf. L1 ED 266 026

Improvisation
Improvisational Drama in the Classroom (K-5).
18p. 1mf. L1 ED 265 597

Incentives
Does Need-Based Student Aid Discourage Saving for College?
28p. 1mf. L2 ED 265 783
Study of Teacher Incentives for the District of Columbia Public Schools: Summary Report.
48p. 1mf. L1 ED 266 107

Income
Developments in Aging: 1984. Volume 1. A Report of the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session. Pursuant to S. Res. 354, March 2, 1984, Resolution Authorizing a Study of the Problems of the Aged and Aging.
416p. 5mf. L1 ED 265 436

Independent Study
Meaning of School Accounts: A Self-Instructional Text. 4th Edition.
119p. 2mf. L1 ED 265 622
Self Directed Learning and Distance Education. ZIFF Papiere 48.
37p. 1mf. L1 ED 265 825
Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
70p. 1mf. L1 ED 266 004

Indexes
Resources in Education (RIE). Volume 21, Number 6.
p. mf. L2 ED 265 282

Indiana University
Evaluation of Life in the Residence Halls at Indiana University from an Ecosystem Perspective: 1985.
22p. 1mf. L1 ED 265 425

Individual Characteristics
Hamstringing of Moral Education: Athletic Metaphors and Educational Administration.
19p. 1mf. L1 ED 266 081

Individual Development
Children and Social Networks.
18p. 1mf. L1 ED 265 954
Intra-Personal Skills: A Conceptual Model. Intra-Personal Skills Series. Coombe Lodge Working Paper. Information Bank Number 2047.
8p. 1mf. L1 ED 265 488

Individual Differences
Counseling College Students through Their Individual Learning Styles.
109p. 2mf. L1 ED 265 455
Counseling Students through Their Individual Learning Styles.
140p. 2mf. L1 ED 265 452
Interaction of Learner Control and Prior Conceptual Understanding in Computer-Assisted Video Instruction.
33p. 1mf. L1 ED 265 845

Individual Needs
Cuban Elderly and Their Service Utilization Behavior.
24p. 1mf. L1 ED 265 458
Education and Employment. A Handbook to Promote Sex Equity.
73p. 1mf. L1 ED 265 385
Great Circle of Life. A Resource Guide to Humanistic Films on Aging.
365p. 4mf. L1 ED 265 832

Individual Power
Helplessness, Pseudohelplessness and Psychotherapy.
28p. 1mf. L1 ED 265 424
More Optimism About Future Events with Relative Left Hemisphere Activation.
13p. 1mf. L1 ED 265 442

Individualized Education Programs
Implementation of Public Law 94-142 as It Relates to Handicapped Delinquents in the District of Columbia. Report to the Ranking Mintoriy Member, Committee on the District of Columbia, House of Representatives.
53p. 1mf. L1 ED 265 717
Physical Education for the Handicapped.
75p. 1mf. L1 ED 265 718

Individualized Instruction
Interaction of Learner Control and Prior Conceptual Understanding in Computer-Assisted Video Instruction.
33p. 1mf. L1 ED 265 845
Negotiating the Curriculum. Tutors and Students. Coombe Lodge Working Paper. Information Bank Number 1968.
27p. 1mf. L1 ED 265 303

Indochinese
Selected Bibliography on Indochinese Refugees: Children and Adolescents. Amerasian Project, Bibliography #1.
18p. 1mf. L1 ED 265 426
Southeast Asian Mental Health: Treatment, Prevention, Services, Training and Research.
557p. 6mf. L1 ED 266 199

Industrial Arts
Differentiating between Science and Technology.
29p. 1mf. L1 ED 265 407
Education--Technology and Public Policy.
22p. 1mf. L1 ED 265 406
Preparing the Technology Education Profession for the Future.
37p. 1mf. L1 ED 265 408
Technology and the Goals of Quality Education in Pennsylvania.
61p. 1mf. L1 ED 265 404

Industrial Training
Training's Practices: Education and Training within the American Firm.
246p. 3mf. L1 ED 265 378

Infant Behavior
Parent Inventory of Child Development in Nonschool Environments. (Working Copy).
99p. 2mf. L1 ED 265 931

Infants
HCI-IFU: Infant Follow-Up Services Offered by the Tennessee Department of Health and Environment.
19p. 1mf. L1 ED 265 941
State of the World's Children, 1986.
99p. 2mf. L1 ED 265 926

Influences
Neighborhood Newspapers and Neighborhood Leaders: Influences on Agenda Setting and Definitions of Issues.
41p. 1mf. L1 ED 265 570
Schools under Pressure: The External Environment and Recent Organizational Reforms.
36p. 1mf. L1 ED 265 636
Study of Student Career Choices in Three High Schools of the Upper Cumberland Region of Middle Tennessee.
17p. 1mf. L1 ED 265 403

Informal Assessment
Feeling for the Student: An Analysis of the Art of Classroom Assessment.
173p. 2mf. L1 ED 266 165

Informal Reading Inventories
Use of Standardized Reading Tests as Measures of Reading Achievement.
9p. 1mf. L1 ED 265 508

Information Centers
Education--Technology and Public Policy.
22p. 1mf. L1 ED 265 406
New Directions in Library and Information Science Education. Final Report. Volume 2.10: Information Analysis Center Professional Competencies.
75p. 1mf. L1 ED 265 863
New Directions in Library and Information Science Education. Final Report. Volume 2.7: Information Center/Clearinghouse Professional Competencies.
142p. 2mf. L1 ED 265 860

Information Dissemination
Arkansas Capacity Building Dissemination Project. Final Report.
125p. 2mf. L1 ED 265 670
Dissemination Capacity Building Project. Final Report.
59p. 1mf. L1 ED 265 669
Maine Dissemination Capacity Building Project: The Information Exchange. Final Report.
39p. 1mf. L1 ED 265 662
Tennessee Dissemination Capacity Building Project. Final Report.
69p. 1mf. L1 ED 265 671
Utilization of "Set: Research Information for Teachers" in Selected Educational Institutions.
154p. 2mf. L1 ED 266 185

Information Management
New Directions in Library and Information Science Education. Final Report. Volume 2.8: Records and Information Manager Competencies.
25p. 1mf. L1 ED 265 861

Information Needs
Information-Related Problems of Statewide Management Information Systems.
41p. 1mf. L1 ED 265 871
Technical Report on the Prospective Student Inquiry Data File and Information System at California State University, Chico.
25p. 1mf. L1 ED 265 826
Vocational Education as an Innovation in the Republic of China--Computerization of School Administration.
28p. 1mf. L1 ED 265 402

Information Networks
Arkansas Capacity Building Dissemination Project. Final Report.
125p. 2mf. L1 ED 265 670
Dissemination Capacity Building Project. Final Report.
59p. 1mf. L1 ED 265 669
Electronic Networking as an Avenue of Enhanced Professional Interchange.
10p. 1mf. L1 ED 265 851
Maine Dissemination Capacity Building Project: The Information Exchange. Final Report.
39p. 1mf. L1 ED 265 662
Tennessee Dissemination Capacity Building Project. Final Report.
69p. 1mf. L1 ED 265 671

Information Processing
Failing to Turn Up: A Statistical Analysis. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 311
Specificity of Information in Data-Based Decision Making in Schools. Systemic Evaluation Project. Final Report.
43p. 1mf. L1 ED 266 158

Information Retrieval
End User Behavior on the Ohio State University Libraries' Online Catalog: A Computer Monitoring Study. Research Report.
41p. 1mf. L1 ED 265 888

Information Science
Information Technologies: What You See Is Not (Always) What You Get. Revised.
35p. 1mf. L1 ED 265 872
International Study of the Impact of New Information Technologies on Curriculum and Institutional Structures.
46p. 1mf. L1 ED 265 873
Leadership: The Critical Variable.
10p. 1mf. L1 ED 265 621

Information Science Education
New Directions in Library and Information Science Education. Final Report.
376p. 4mf. L1 ED 265 853

Information Scientists
New Directions in Library and Information Science Education. Final Report. Volume 2.9: Archivist/Museum Professional Competencies.
75p. 1mf. L1 ED 265 862
New Directions in Library and Information Science Education. Final Report. Volume 2.5: Database Producer Professional Competencies.
105p. 2mf. L1 ED 265 858
New Directions in Library and Information Science Education. Final Report. Volume 2.10: Information Analysis Center Professional Competencies.
75p. 1mf. L1 ED 265 863
New Directions in Library and Information Science Education. Final Report. Volume 2.8: Records and Information Manager Competencies.
25p. 1mf. L1 ED 265 861
New Directions in Library and Information Science Education. Final Report. Volume 2.12: Library System Supplier Professional Competencies.
59p. 1mf. L1 ED 265 865
New Directions in Library and Information Science Education. Final Report. Volume 2.7: Information Center/Clearinghouse Professional Competencies.
142p. 2mf. L1 ED 265 860
New Directions in Library and Information Science Education. Final Report.
376p. 4mf. L1 ED 265 853
New Directions in Library and Information Science Education. Final Report. Volume 2.6: Database Distributor/Service Professional Competencies.
24p. 1mf. L1 ED 265 859
New Directions in Library and Information Science Education. Final Report. Volume 2.11: Information Service Company Professional Competencies.
75p. 1mf. L1 ED 265 864

Information Services
Arkansas Capacity Building Dissemination Project. Final Report.
125p. 2mf. L1 ED 265 670
Dissemination Capacity Building Project. Final Report.
59p. 1mf. L1 ED 265 669
Maine Dissemination Capacity Building Project: The Information Exchange. Final Report.
39p. 1mf. L1 ED 265 662
New Directions in Library and Information Science Education. Final Report. Volume 2.7: Information Center/Clearinghouse Professional Competencies.
142p. 2mf. L1 ED 265 860
New Directions in Library and Information Science Education. Final Report. Volume 2.11: Information Service Company Professional Competencies.
75p. 1mf. L1 ED 265 864
New Directions in Library and Information Science Education. Final Report. Volume 2.10: Information Analysis Center Professional Competencies.
75p. 1mf. L1 ED 265 863
Tennessee Dissemination Capacity Building Project. Final Report.
69p. 1mf. L1 ED 265 671

Information Society
Global High-Tech Economy Futures in the Information Age.
18p. 1mf. L1 ED 266 060

Information Sources
Prose Comprehension and Text Search as a Function of Reading Volume. Reading Competencies and Practices. Technical Report #3.
52p. 1mf. L1 ED 265 510
Robotics/Automated Systems Technicians.
9p. 1mf. L1 ED 265 398

Information Systems
Developing a Management Information System.
15p. 1mf. L1 ED 265 870
Social vs. Clinical Perspectives on the Use of Information: Implications for School-based Information Systems. Systemic Evaluation Project.
33p. 1mf. L1 ED 266 155
Standard Reference Data Publications, 1964-1984. NBS Special Publication 708.
147p. 2mf. L1 ED 265 887

Information Utilization
General Psychology: Too Much to Give Away.
11p. 1mf. L1 ED 265 773
Social vs. Clinical Perspectives on the Use of Information: Implications for School-based Information Systems. Systemic Evaluation Project.
33p. 1mf. L1 ED 266 155
Specificity of Information in Data-Based Decision Making in Schools. Systemic Evaluation Project. Final Report.
43p. 1mf. L1 ED 266 158

Inner City
Implementation of a Program of Prosocial Behavior in an Inner City Kindergarten Classroom.
[illegible]

Innovation
Of Specialists and Generalists.
20p. 1mf. L1 ED 266 009

Inplant Programs
Training's Benchmarks. A Statistical Sketch of Employer-Provided Training and Education: 1969-1981. Task I Report: The Impact of Public Policy on Education and Training in the Private Sector.
140p. 2mf. L1 ED 265 379

Inservice Education
Administrator Inservice: Designing, Developing, and Delivering a Unique Institution of Higher Education (IHE), Local Education Agency (LEA), Partnership Program.
16p. 1mf. L1 ED 265 647
Evaluation of Extension In-Service Education: Ritual or Precursor of Program Excellence?
13p. 1mf. L1 ED 266 149
Extension Advisers' Perceptions of Their Jobs and Their Need for Additional Training in Relation to Duties and Demographic Characteristics.
21p. 1mf. L1 ED 265 382

Inservice Teacher Education
"Successful" Teachers' Patterns of Microcomputer-Based Mathematics and Science Instruction. A RAND Note.
262p. 3mf. L2 ED 265 838
Activities for Immersion. Proceedings of the 1983 Summer Immersion Workshop for Foreign Language Teachers Sponsored by the South Carolina State Department of Education.
43p. 1mf. L1 ED 265 746
Beacon Hill Elementary Staff Involvement Leads to Improvements. Profiles Programs & Products. Goal Based Education Number 46.
6p. 1mf. L1 ED 266 127
Case Study of a School-Based Change.
32p. 1mf. L1 ED 266 090
Clinical Teacher Education Guidelines. Report No. 9071.
371p. 4mf. L1 ED 266 093
Developing Instructional Applications at the Secondary Level. The Computer as a Tool.
50p. 1mf. L1 ED 265 850
Energy and Resource Conservation. Minimum Standards Leadership Series 1985.
78p. 1mf. L1 ED 266 042
In-Service Teacher Education: A Key to Excellence in Vocational Education. Proceedings of a National Conference (Washington, D.C., April 10, 1985).
82p. 1mf. L1 ED 265 410
Knowledge Development and Utilization: Getting Employability Research into Public Use.
55p. 1mf. L1 ED 265 414
Staff Development: From the Bilingual Schoolroom to Beyond the Walls of the University.
29p. 1mf. L1 ED 265 736
Symposium on the Initial and In-Service Training of Teachers of Modern Languages (Delphi, Greece, May 23-28, 1983).
156p. 2mf. L2 ED 265 732
Teaching Mathematics and Science: Patterns of Microcomputer Use.
50p. 1mf. L2 ED 266 036
Training of Science Teachers and Teacher Educators. Report of a Technical Working Group (Quezon City, Philippines, July 17-27, 1984).
78p. 1mf. L2 ED 266 017

Inspection
Inspection. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 341

Institutional Autonomy
Proposiciones Sobre Autonomia Universitaria. (Propositions on University Autonomy).
26p. 1mf. L1 ED 265 996

Institutional Characteristics
Investigation of the Factors Associated with Effective Public High Schools.
29p. 1mf. L1 ED 265 633
Planning And Grants Committee, Council for Higher Education. Annual Report No. 11, Academic Year 1983/84.
69p. 1mf. L1 ED 265 802

Institutional Cooperation
CLEP Fall 1985 College Administrators' Workshop.
53p. 1mf. L1 ED 266 180
Information-Related Problems of Statewide Management Information Systems.
41p. 1mf. L1 ED 265 871
School to Work, Transitioning Services in Northern Arizona. A Study of High School and VR Programs for Adolescent Disabled Individuals.
65p. 1mf. L1 ED 265 286

Institutional Mission
Educational Quality and Accreditation. A Call for Diversity, Continuity and Innovation.
16p. 1mf. L2 ED 265 807
Many Sectors, Many Professions. Comparative Higher Education Research Group. Working Paper #7.
69p. 1mf. L1 ED 265 796

Institutional Role
Role of the Research Museums. Science Policy Study--Hearings Volume 2. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 17, 1985). No. 56.
177p. 2mf. L1 ED 266 029

Institutionalized Persons
Helplessness, Pseudohelplessness and Psychotherapy.
28p. 1mf. L1 ED 265 424

Instructional Design
Application of Instructional Design and Modeling Theory in Educational Psychology.
14p. 1mf. L1 ED 266 143
Effective Practices in Indian Education. Teacher's Monograph.
382p. 4mf. L1 ED 266 000
Role of Elaborations in Learning a Skill from an Instructional Text: Further Findings.
63p. 1mf. L1 ED 265 824

Instructional Development
Designing Videodisc-Based Courseware for the High School.
26p. 1mf. L1 ED 265 844
Electronic Text: An Amalgam of Capabilities for Creating, Informing, and Instructing. Monograph Number Two of the Electronic Text Monograph Series.
47p. 1mf. L1 ED 265 830
Instructional Development for Distance Education.
6p. 1mf. L1 ED 265 638
Instructional Leadership: A Handbook for the Georgia Curriculum Director.
149p. 2mf. L1 ED 265 661
International Study of the Impact of New Information Technologies on Curriculum and Institutional Structures.
46p. 1mf. L1 ED 265 873

Instructional Effectiveness
Interaction of Learner Control and Prior Conceptual Understanding in Computer-Assisted Video Instruction.
33p. 1mf. L1 ED 265 845
Review of Research on the Educational Potential of 3-2-1 Contact: A Children's TV Series on Science and Technology. A Report for the Children's Television Workshop and the National Science Foundation.
52p. 1mf. L1 ED 265 849
Role of Elaborations in Learning a Skill from an Instructional Text: Further Findings.
63p. 1mf. L1 ED 265 824
Teaching Generalizations Using a Computer-Based Drill Strategy.
51p. 1mf. L1 ED 265 847

Instructional Improvement
Curriculum Alignment: Topic Summary Report. Research on School Effectiveness Project.
14p. 1mf. L1 ED 265 631
Focus on Teaching Project. Final Report.
98p. 2mf. L1 ED 266 128

Instructional Information Systems
Specificity of Information in Data-Based Decision Making in Schools. Systemic Evaluation Project. Final Report.
43p. 1mf. L1 ED 266 158

Instructional Material Evaluation
Theory-Based Approach to Reading Assessment in the Army. Technical Report 625.
28p. 1mf. L1 ED 265 494

Instructional Materials
Forging New Challenges in Curriculum.
14p. 1mf. L1 ED 265 420
Selecting Elementary Reading Programs.
49p. 1mf. L1 ED 265 629

Instructional Program Divisions
Teamed Approach to Making the Transition to a Middle School.
20p. 1mf. L1 ED 265 634

Instructional Systems
Specificity of Information in Data-Based Decision Making in Schools. Systemic Evaluation Project. Final Report.
43p. 1mf. L1 ED 266 158

Instrumental Learning Theory
Micro-CAI in Education: Some Considerations.
24p. 1mf. L1 ED 265 843

Insurance
Characteristics of Households and Persons Receiving Selected Noncash Benefits: 1984.
148p. 2mf. L1 ED 266 221
University Benefits Survey. Part I (All Benefits Excluding Pensions).
159p. 2mf. L1 ED 265 805

Integrated Activities
Convergences: Transactions in Reading and Writing.
274p. 3mf. L1 ED 265 568

Intellectual Development
Aids--Intellectual Aids: A Conceptual Investigation.
13p. 1mf. L1 ED 265 699
Essays on the Intellect.
154p. 2mf. L2 ED 266 131
How Our Understanding of Reality Develops.
57p. 1mf. L1 ED 265 697
Information Technologies: What You See Is Not (Always) What You Get. Revised.
35p. 1mf. L1 ED 265 872
Intellect and Intellectual Handicaps.
43p. 1mf. L1 ED 265 698

Intellectual Disciplines
General Psychology: Too Much to Give Away.
11p. 1mf. L1 ED 265 773

Intelligence Quotient
Effect of Response Widening and Response Narrowing on IQ and Problem Solving.
13p. 1mf. L1 ED 265 976

Intensive Language Courses
Gikuyu ni Kioigire: A First Course in Kikuyu. 2: Aria-i na Aagikuyu: An Introduction to Kikuyu Conversation.
331p. 4mf. L1 ED 265 734

Interaction
Effects of Maternal Training on Language Use.
21p. 1mf. L1 ED 265 728

Interactive Video
Designing Videodisc-Based Courseware for the High School.
26p. 1mf. L1 ED 265 844

Intercollegiate Cooperation
Teacher Education and the Liberal Arts. Wingspread Conference of the Associated Colleges of the Midwest Report (October 11-13, 1985).
37p. 1mf. L1 ED 266 124

Intercultural Communication
Guidelines for Cross-Cultural Communication between Students and Faculty.
22p. 1mf. L1 ED 265 595

Interdisciplinary Approach
Creative Conflict Solving for Kids, Grades 4-9. Second Edition.
80p. 1mf. L2 ED 266 053
Value-Centered Education and Moral Commitment.
6p. 1mf. L2 ED 265 814
Vietnam in the Classroom: Fact, Fiction and Truth.
10p. 1mf. L1 ED 265 912

Intergroup Relations
Community Intergroup Conflict Resolution Guide.
36p. 1mf. L1 ED 266 198
Navajo History to 1846: The Land and the People.
172p. 2mf. L2 ED 265 991

Intermode Differences
Role of Elaborations in Learning a Skill from an Instructional Text: Further Findings.
63p. 1mf. L1 ED 265 824

International Cooperation
European Currency Unit: An Economical, Financial, and Political Currency.
8p. 1mf. L1 ED 266 082
Global High-Tech Economy Futures in the Information Age.
18p. 1mf. L1 ED 266 060
International Cooperation in Big Science: High Energy Physics. Science Policy Study--Hearings Volume 4. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 25, 1985).
1101p. 12mf. L1 ED 266 034
International Cooperation in Science. Science Policy Study--Hearings Volume 7. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 18, 19, 20, 27, 1985). No. 50.
1147p. 12mf. L1 ED 266 035
Multilateral Organizations for the 1990's: A Report of a Series of Workshops, a Conference, and Various Study Groups. October 1984 to January 1985.
60p. 1mf. L1 ED 266 065
Policy, Planning and Management in Technical and Vocational Education. A Comparative Study. Trends and Issues in Technical and Vocational Education 3.
150p. 2mf. L2 ED 265 287
Pupil Evaluation in Science. Report of a Study Group Meeting (Penang, Malaysia, January 9-18, 1985).
39p. 1mf. L2 ED 266 018

International Education
Current Voices of Reforms in American Education: Ethnocentrism or Globalism.
19p. 1mf. L1 ED 265 646

International Educational Exchange
Pupil Evaluation in Science. Report of a Study Group Meeting (Penang, Malaysia, January 9-18, 1985).
39p. 1mf. L2 ED 266 018

International Organizations
Hope for Tomorrow: A Booklet of Questions and Answers. The United Nations for Young People.
20p. 1mf. L2 ED 266 064
Multilateral Organizations for the 1990's: A Report of a Series of Workshops, a Conference, and Various Study Groups. October 1984 to January 1985.
60p. 1mf. L1 ED 266 065
United Nations General Information Kit.
269p. 3mf. L2 ED 266 046

International Programs
Hope for Tomorrow: A Booklet of Questions and Answers. The United Nations for Young People.
20p. 1mf. L2 ED 266 064
International Cooperation in Science. Science Policy Study--Hearings Volume 7. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 18, 19, 20, 27, 1985). No. 50.
1147p. 12mf. L1 ED 266 035

International Relations
Basic Facts about the United Nations.
143p. 2mf. L2 ED 266 051

International Trade
European Currency Unit: An Economical, Financial, and Political Currency.
8p. 1mf. L1 ED 266 082

Interpersonal Communication
Creative Conflict Solving for Kids, Grades 4-9. Second Edition.
80p. 1mf. L2 ED 266 053
Deception: A Dramatistic Review of the Research towards a New Theoretical Model.
33p. 1mf. L1 ED 265 611
Ethical Guidelines for Students Completing the Interpersonal Communication Course.
27p. 1mf. L1 ED 265 598
Parent-Child Communication about Television: A View from the Parent's Perspective.
27p. 1mf. L1 ED 265 840
Reconceptualization of Empathy and Its Role in Interpersonal Communication.
33p. 1mf. L1 ED 265 584
Teaching Doctor-Patient Interviewing in Physical Diagnosis.
45p. 1mf. L1 ED 265 574
Using Research as a Guide for Teaching Interpersonal Communication Competencies.
18p. 1mf. L1 ED 265 576
Willingness to Communicate: The Construct and Its Measurement.
11p. 1mf. L1 ED 265 604

Interpersonal Competence
Effects of Integrated Settings vs. Segregated Settings on the Adaptive Behavior of Mentally Retarded Children: A Review of the Literature.
12p. 1mf. L1 ED 265 700
Increasing the Social Networks of Isolated Elderly: Treatment and Research Findings.
16p. 1mf. L1 ED 265 480
Long Term Effects of Social Skills Training in Elevating Overall Academic Grade Point Average, School Attendance, Health Level, and Resistance to Drug Use and Peer Pressure.
21p. 1mf. L1 ED 265 435
Preparing Educators to Collaborate: An Evaluation of Three Approaches.
19p. 1mf. L1 ED 266 130
Using Research as a Guide for Teaching Interpersonal Communication Competencies.
18p. 1mf. L1 ED 265 576

Interpersonal Relationship
Children's Peer Relationships.
3p. 1mf. L1 ED 265 936
Gender Differences: Effects of Stress on Expressed and Received Abuse.
17p. 1mf. L1 ED 265 483
What Have We Learned from Instructional Technology?
15p. 1mf. L1 ED 266 080

Interpretation
Socio-Cultural Approach to the Study of Re-Mediation.
19p. 1mf. L1 ED 265 955

Intervention
Clinical Aspects of Assessment and Intervention with Resistant Clients.
18p. 1mf. L1 ED 265 450
Is Your District Considering a Preschool Special Education Program?
10p. 1mf. L1 ED 265 685
Oral Language Disorders Program. Language Is a Group Experience.
12p. 1mf. L1 ED 265 676

Interviews
Personal Interview as a Data Collection Technique.
15p. 1mf. L1 ED 265 381
Teaching Doctor-Patient Interviewing in Physical Diagnosis.
45p. 1mf. L1 ED 265 574

Intraocular Lenses
Cataract Surgery: Fraud, Waste, and Abuse. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.
104p. 2mf. L2 ED 265 468

Intrapersonal Skills
Belief Systems: The Effective Management of Self-Esteem by Internalizing Programmes from Assertion and Awareness Training. Management Development: Personal Growth through Intra-Personal Skills. Coombe Lodge Working Paper. Information Bank Number 2048.
12p. 1mf. L1 ED 265 489
Intra-Personal Skills: A Conceptual Model. Intra-Personal Skills Series. Coombe Lodge Working Paper. Information Bank Number 2047.
8p. 1mf. L1 ED 265 488

Introductory Courses
General Psychology: Too Much to Give Away.
11p. 1mf. L1 ED 265 773

Inventions
Mark Twain's Nemesis: The Paige Compositor.
36p. 1mf. L1 ED 265 544

Iowa State University
Continuing Education for the Personnel of Small Public Libraries: Program Development at the Iowa State University Library and Its Public Services Course. Iowa State University Library Series in Continuing Education, no. 2.
20p. 1mf. L1 ED 265 885

Irrational Beliefs
Examination of the Relationship between Irrational Beliefs and Communication Apprehension.
15p. 1mf. L1 ED 265 581

Israel
Aspects of Cohesion and Coherence in Context: Investigating Causes of Difficulty for Israeli University Students Reading Texts in English.
363p. 4mf. L1 ED 265 740
Higher Education in Israel. Statistical Abstract, 1983/84.
164p. 2mf. L1 ED 265 803
Planning And Grants Committee, Council for Higher Education. Annual Report No. 11, Academic Year 1983/84.
69p. 1mf. L1 ED 265 802

Italian Americans
Grover Cleveland High School Project CAUSA 1983-1984. O.E.A. Evaluation Report.
70p. 1mf. L1 ED 266 226

Italic (Handwriting)
Evaluating the Difficulty of Cursive, Manuscript, Italic and D'Nealian Handwriting.
28p. 1mf. L1 ED 265 539
Evaluation of the Speed and Legibility of Italic Handwriting.
25p. 1mf. L1 ED 265 540

Item Analysis
Comparison of the Estimated Item Parameters of Shiba's Word/Phrase Comprehension Tests Obtained by Logist 5 and Those by the Tetrachoric Method.
470p. 5mf. L1 ED 266 192
Technical Description of the Procedures Used in Calculating School-Level Scaled Scores for the "Survey of Basic Skills: Grade 6."
128p. 2mf. L1 ED 266 186

Item Banks
Examples of Item Banks to Support Local Test Development: Two Case Studies With Reactions.
75p. 1mf. L1 ED 266 168
Item Banking for Local Test Development: Practitioner's Handbook.
99p. 2mf. L1 ED 266 166
Reviews of Microcomputer Item Banking Software.
49p. 1mf. L1 ED 266 167

Item Parameters
Comparison of the Estimated Item Parameters of Shiba's Word/Phrase Comprehension Tests Obtained by Logist 5 and Those by the Tetrachoric Method.
470p. 5mf. L1 ED 266 192

Itinerary Planning
How Do I Get There? Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 308

Jamaica
Adult and Non-Formal Education in the Third World: A Jamaican Perspective. Monographs on Comparative and Area Studies in Adult Education.
196p. 3mf. L1 ED 265 389

Japan
Changing Functions of Higher Education: Implications for Innovation. Reports from the 1984 OECD/Japan Seminar on Higher Education.
235p. 3mf. L1 ED 265 756
Cultural Context for Japanese Education.
6p. 1mf. L1 ED 266 049
Effect of Visual and Verbal Strategies on Children's Solutions of Figured Matrices in Japan and the United States.
29p. 1mf. L1 ED 266 194
Teaching English in Japan.
13p. 1mf. L1 ED 265 741

Japanese Americans
Attributional Profiles of Japanese-American and Anglo-American University Students.
19p. 1mf. L1 ED 265 817

Job Analysis
Are We Really Teaching Occupational Analysis?
28p. 1mf. L1 ED 265 393
Laboratory Analysis within the Vocational Technical School as Adapted from a Guide to Job Analysis by the U.S. Department of Labor.
50p. 1mf. L1 ED 265 416

Job Application
New Employee. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 321
Who Gets the Job? Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 315

Job Development
Creative Job Development Strategies.
174p. 2mf. L1 ED 265 364
Job Placement Guide. A Basic Approach to School-Based Job Placement Programs. Third Edition.
144p. 2mf. L1 ED 265 363

Job Literacy
Case Studies of Reading in a High Technology Corporation. Reading Competencies and Practices. Technical Report #2.
58p. 1mf. L1 ED 265 509
Investigation of the Curricular and Occupational Reading Demands of the Plumbing Trade.
187p. 2mf. L1 ED 265 522
Reading Practices of Adults in One High Technology Company. Reading Competencies and Practices. Technical Report #6.
102p. 2mf. L1 ED 265 512

Job Performance
Extension Advisers' Perceptions of Their Jobs and Their Need for Additional Training in Relation to Duties and Demographic Characteristics.
21p. 1mf. L1 ED 265 382
Marginal Performance--A TA Model for Counselling and Appraising. Coombe Lodge Working Paper. Information Bank Number 1752.
8p. 1mf. L1 ED 265 487
New Directions in Library and Information Science Education. Final Report.
376p. 4mf. L1 ED 265 853
New Directions in Library and Information Science Education. Final Report. Volume 2.11: Information Service Company Professional Competencies.
75p. 1mf. L1 ED 265 864
New Directions in Library and Information Science Education. Final Report. Volume 2.2: Public Librarian Competencies.
222p. 3mf. L1 ED 265 855
New Directions in Library and Information Science Education. Final Report. Volume 2.4: Special Librarian Competencies.
219p. 3mf. L1 ED 265 857
New Directions in Library and Information Science Education. Final Report. Volume 2.12: Library System Supplier Professional Competencies.
59p. 1mf. L1 ED 265 865
New Directions in Library and Information Science Education. Final Report. Volume 2.1: Academic Librarian Competencies.
229p. 3mf. L1 ED 265 854
New Directions in Library and Information Science Education. Final Report. Volume 2.7: Information Center/Clearinghouse Professional Competencies.
142p. 2mf. L1 ED 265 860
New Directions in Library and Information Science Education. Final Report. Volume 2.9: Archivist/Museum Professional Competencies.
75p. 1mf. L1 ED 265 862
New Directions in Library and Information Science Education. Final Report. Volume 2.8: Records and Information Manager Competencies.
25p. 1mf. L1 ED 265 861
New Directions in Library and Information Science Education. Final Report. Volume 2.6: Database Distributor/Service Professional Competencies.
24p. 1mf. L1 ED 265 859
New Directions in Library and Information Science Education. Final Report. Volume 2.10: Information Analysis Center Professional Competencies.
75p. 1mf. L1 ED 265 863
New Directions in Library and Information Science Education. Final Report. Volume 2.5: Database Producer Professional Competencies.
105p. 2mf. L1 ED 265 858
New Directions in Library and Information Science Education. Final Report. Volume 2.3: School Librarian Competencies.
231p. 3mf. L1 ED 265 856

Job Placement
Boatworks and Cleansweep: Mobile Work Crews for Adults with Developmental Disabilities.
128p. 2mf. L1 ED 265 692
Creative Job Development Strategies.
174p. 2mf. L1 ED 265 364
Employability Project: The Employment of Persons with Developmental Disabilities.
23p. 1mf. L1 ED 265 693
Job Placement Guide. A Basic Approach to School-Based Job Placement Programs. Third Edition.
144p. 2mf. L1 ED 265 363
Outplacement Counseling.
14p. 1mf. L1 ED 265 431

Job Related Reading
Case Studies of Reading in a High Technology Corporation. Reading Competencies and Practices. Technical Report #2.
58p. 1mf. L1 ED 265 509
Investigation of the Curricular and Occupational Reading Demands of the Plumbing Trade.
187p. 2mf. L1 ED 265 522
Reading Practices of Adults in One High Technology Company. Reading Competencies and Practices. Technical Report #6.
102p. 2mf. L1 ED 265 512

Job Satisfaction
Career Development and Satisfaction among Secondary School Teachers.
140p. 2mf. L1 ED 266 119
Complex Challenge of Professional Development: Current Trends and Future Opportunities.
41p. 1mf. L1 ED 265 911
Job Satisfaction and the Alabama Public School Speech-Language Pathologist.
19p. 1mf. L1 ED 265 602
Mid-Career Plateau: A Note on Coping with Demotivated Staff. Coombe Lodge Working Paper. Information Bank Number 1706.
12p. 1mf. L1 ED 265 299
Personnel Characteristics, Job Satisfaction, and Organizational Styles of Television Program Directors Over Market Ranks and Station Sizes.
33p. 1mf. L1 ED 265 579
Teacher Job Satisfaction: A Perspective.
25p. 1mf. L1 ED 266 142
University Mid-Level Administrators: Comparisons between Men and Women on Work Experience, Commitment, and Job Satisfaction.
48p. 1mf. L1 ED 265 763

Job Search Methods
Job Placement Guide. A Basic Approach to School-Based Job Placement Programs. Third Edition.
144p. 2mf. L1 ED 265 363

Job Skills
Applied Industrial Electronics: Power Control and Electronic Troubleshooting.
319p. 4mf. L2 ED 265 417
Boatworks and Cleansweep: Mobile Work Crews for Adults with Developmental Disabilities.
128p. 2mf. L1 ED 265 692
Collaboration in Education and Employment: What It Takes To Make It Work. Annual Policy Forum Proceedings (Columbus, Ohio, October 29-31, 1985).
100p. 2mf. L1 ED 265 415
Communication Skills in Business and Industry.
6p. 1mf. L1 ED 265 590
Employability Project: The Employment of Persons with Developmental Disabilities.
23p. 1mf. L1 ED 265 693
Introduction to Auto Body. Vocational Trade and Industrial Education.
683p. 8mf. L2 ED 265 419
Learning to Work: Transitioning Youth with Developmental Disabilities.
70p. 1mf. L1 ED 265 [illegible]1
Optometry Specialist.
407p. 5mf. L1 ED 265 401

Job Training
Community Colleges and Industry: Rationale for a Relationship.
13p. 1mf. L1 ED 265 909
Converting Working into Learning. An Appraisal of an LEA Foundation Year Training Scheme.
86p. 1mf. L1 ED 265 392
Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Two/Three. First Interim Report.
106p. 2mf. L1 ED 265 869
Educational Training in a Pre-Release Correctional Center/A Collaborative Model.
14p. 1mf. L1 ED 265 391
Institutional Background for the Transition from School to Working Life in the FRG. Coombe Lodge Working Paper. Information Bank Number 1881.
22p. 1mf. L1 ED 265 301
Organisation of Productive Work in Secondary Technical and Vocational Education in the United Kingdom. Studies in Technical and Vocational Education 2.
129p. 2mf. L2 ED 265 288
Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Report.
388p. 5mf. L2 ED 266 206
Selection to Pre-Employment Trades Based Courses. Working Paper 5.
78p. 1mf. L1 ED 265 298
Training's Policies: Public and Private Reinforcement for the American Economy. Final Report. The Impact of Public Policy on Education and Training in the Private Sector.
91p. 1mf. L1 ED 265 377

Job Training Partnership Act 1982
Re-employment for Dislocated Workers: The Jobs Training Partnership Act Experience in Maryland.
31p. 1mf. L1 ED 265 374

Journal Approach
Use of Student Journals in the Basic Speech Course.
14p. 1mf. L1 ED 265 583

Journalism
Ida Husted Harper and the Leslie Bureau of Suffrage Education.
27p. 1mf. L1 ED 265 548
New Directions in Journalism Research. A Selection of Papers from the Colloquium on Research in Journalism (Dubrovnik, Yugoslavia, April 1985). Publications Series B.
128p. 2mf. L1 ED 265 538

Journalism Research
New Directions in Journalism Research. A Selection of Papers from the Colloquium on Research in Journalism (Dubrovnik, Yugoslavia, April 1985). Publications Series B.
128p. 2mf. L1 ED 265 538

Juvenile Courts
Implementation of Public Law 94-142 as It Relates to Handicapped Delinquents in the District of Columbia. Report to the Ranking Mintoriy Member, Committee on the District of Columbia, House of Representatives.
53p. 1mf. L1 ED 265 717

Kansas
Guia Legal para Ciudadanos Envejeciente: Leyes y Programas Afectando los Ciudadanos Envejeciente de Kansas. (Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens).
101p. 2mf. L1 ED 265 987
Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens.
64p. 1mf. L1 ED 265 986

Kentucky
Information from Special Education Teachers for Improvement in Teacher Education Programs.
23p. 1mf. L1 ED 266 116

Kentucky (Jefferson County)
School Desegregation Spurs First Housing Desegregation Gain in Forty Years in Louisville and Jefferson County. Three Decades of Increased Segregation Erased between 1970 and 1980. Staff Report 85-8.
53p. 1mf. L1 ED 266 204

Kentucky (Louisville)
School Desegregation Spurs First Housing Desegregation Gain in Forty Years in Louisville and Jefferson County. Three Decades of Increased Segregation Erased between 1970 and 1980. Staff Report 85-8.
53p. 1mf. L1 ED 266 204

Keyboarding
Research Study to Determine the Effects of Early Keyboard Use upon Student Development in Occupational Keyboarding. Final Report of Research.
60p. 1mf. L1 ED 265 367

Kikuyu
Gikuyu ni Kioigire: A First Course in Kikuyu. 3: Essays, Texts, and Glossaries. Linguistic and Cultural Reference Materials.
492p. 6mf. L1 ED 265 735
Gikuyu ni Kioigire: A First Course in Kikuyu. 2: Aria-i na Aagikuyu: An Introduction to Kikuyu Conversation.
331p. 4mf. L1 ED 265 734
Gikuyu ni Kioigire: A First Course in Kikuyu. 1: Wirute Gikuyu.
359p. 4mf. L1 ED 265 733

Kindergarten
Kindergarten Reading: A Proposal for a Problem-Solving Approach. Technical Report No. 345.
38p. 1mf. L1 ED 265 492

Kindergarten Children
Implementation of a Program of Prosocial Behavior in an Inner City Kindergarten Classroom.
58p. 1mf. L1 ED 265 973
Kindergarten Children's Perceptions of Classroom Rules.
18p. 1mf. L1 ED 265 939
Tale of Two Learners.
43p. 1mf. L1 ED 265 957

King (Martin Luther Jr)
Martin Luther King, Jr. Resource Guide.
88p. 1mf. L1 ED 266 218

Kinship
Marital Instability and the Changing Kinship Networks of Grandparents.
22p. 1mf. L1 ED 265 443

Kitchens
Fire. Youth Training Scheme. Core Exemplar Work Based Project.
18p. 1mf. L1 ED 265 345

Knowledge Level
Comprehensive and Educative Approach to Program Evaluation.
11p. 1mf. L1 ED 266 193
Play, Language, and Stories: The Development of Children's Literate Behavior.
188p. mf. L3 ED 265 555

Knoxville City Schools TN
Results of a Project to Improve Proficiency Scores in Selected Ninth Grades, 1984-85 School Year. First-Year Evaluation Report: Knoxville City Schools (KCS).
28p. 1mf. L1 ED 265 620

Kyrene School District AZ
Two Case Studies of Local Test Development.
109p. 2mf. L1 ED 266 169

Labor Education
Education and Worker Co-operatives. Some Perspectives of the Australian TAFE Connection.
29p. 1mf. L1 ED 265 296

Labor Force
Persons of Spanish Origin in the United States: March 1985 (Advance Report).
8p. 1mf. L1 ED 266 224
Population Profile of the United States 1983/84.
55p. 1mf. L1 ED 266 222

Labor Force Development
Making the Transition in Technology, Training, and Education.
24p. 1mf. L1 ED 265 289
Manpower Projection and Strategies 1979-'91.
265p. 3mf. L1 ED 265 283
Migrant and Refugee Youth in the Australian Labour Force. An Annotated Bibliography.
53p. 1mf. L2 ED 266 207
Training's Practices: Education and Training within the American Firm.
246p. 3mf. L1 ED 265 378

Labor Force Nonparticipants
Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Overview.
36p. 1mf. L2 ED 266 205

Labor Market
How Do Immigrants Affect Us Economically?
120p. 2mf. L1 ED 266 197
Review of Present and Proposed Occupational and Degree Programs Offered by the Saddleback Community College District and the Labor Market in Orange County.
74p. 1mf. L1 ED 265 896

Labor Needs
Developing and Implementing a Program of Employer and Job Needs Assessment.
51p. 1mf. L1 ED 265 366
Manpower Projection and Strategies 1979-'91.
265p. 3mf. L1 ED 265 283

Labor Supply
Impact of Foreign-Trained Doctors on the Supply of Physicians.
137p. 2mf. L1 ED 265 785
Manpower Projection and Strategies 1979-'91.
265p. 3mf. L1 ED 265 283
National Health Service Corps Amendments of 1985. Report to Accompany S. 1285. Ninety-Ninth Congress, First Session.
34p. 1mf. L1 ED 265 804

Laboratories
Laboratory Analysis within the Vocational Technical School as Adapted from a Guide to Job Analysis by the U.S. Department of Labor.
50p. 1mf. L1 ED 265 416

Laboratory Animals
Alternatives to Animal Use in Research, Testing, and Education. Summary.
68p. 1mf. L1 ED 266 020

Laboratory Technology
Use of Computer Networks in Data Gathering and Data Analysis.
14p. 1mf. L1 ED 265 883

Laboratory Training
Laboratory Analysis within the Vocational Technical School as Adapted from a Guide to Job Analysis by the U.S. Department of Labor.
50p. 1mf. L1 ED 265 416

Language Acquisition
Acquisition of Written Language: Response and Revision. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
294p. mf. L3 ED 265 553
Advances in Writing Research, Volume One: Children's Early Writing Development. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
349p. mf. L3 ED 265 556
Development of a Transactional Self.
17p. 1mf. L1 ED 265 953
Development of Speech Workshops and Videotape Library to Train Teachers and Parents of Exceptional Infants and Preschoolers.
155p. 2mf. L1 ED 265 713
Effects of Maternal Training on Language Use.
21p. 1mf. L1 ED 265 728
Fostering Bilingualism in Early Childhood in an English-Speaking Home.
27p. 1mf. L1 ED 265 959
Language Assessment in the Early Years. Language and Learning for Human Service Professions Monograph Series.
263p. mf. L3 ED 265 554
Modifiability of Maternal Language Use and Its Effect on Delayed Child Language Acquisition.
21p. 1mf. L1 ED 265 680
New Directions in Studying Children. Speeches from the Conference of the Erikson Institute (Chicago, Illinois, April 29-30, 1983).
72p. 1mf. L1 ED 265 951
Oral Language Disorders Program. Language Is a Group Experience.
12p. 1mf. L1 ED 265 676
Rules in Child Language.
12p. 1mf. L1 ED 265 739
Speech Acquisition and Archetypes: A Developmental Study of Autistic Young Adults.
28p. 1mf. L1 ED 265 720
Written Language and Psychological Development.
191p. mf. L3 ED 265 557

Language across the Curriculum
Implementation Strategies for an Integrative Approach to Teaching Reading and Language.
25p. 1mf. L1 ED 265 743

Language Arts
Implementation Strategies for an Integrative Approach to Teaching Reading and Language.
25p. 1mf. L1 ED 265 743

Language Attitudes
Puerto Rican Spanish: Linguistic Insecurity.
29p. 1mf. L1 ED 265 738

Language Experience Approach
Implementation Strategies for an Integrative Approach to Teaching Reading and Language.
25p. 1mf. L1 ED 265 743

Language Handicaps
Development and Implementation of a Self-Concept Guidance Program for Severely Language Impaired Students.
46p. 1mf. L1 ED 265 712
Modifiability of Maternal Language Use and Its Effect on Delayed Child Language Acquisition.
21p. 1mf. L1 ED 265 680

Language Planning
Grammar and Good Taste: Reforming the American Language.
263p. mf. L3 ED 265 546

Language Processing
Contexts of Reading. Advances in Discourse Processes Series. Volume XVIII.
207p. mf. L3 ED 265 506
Sequential Processes in Image Generation: An Objective Measure. Technical Report #6.
68p. 1mf. L1 ED 266 188
Written Language and Psychological Development.
191p. mf. L3 ED 265 557

Language Proficiency
Sensitive Period Hypothesis: A Review of Literature Regarding Acquisition of a Native-Like Pronunciation in a Second Language.
20p. 1mf. L1 ED 265 745
Tale of Two Learners.
43p. 1mf. L1 ED 265 957

Language Reform
Grammar and Good Taste: Reforming the American Language.
263p. mf. L3 ED 265 546

Language Research
Language Assessment in the Early Years. Language and Learning for Human Service Professions Monograph Series.
263p. mf. L3 ED 265 554
Play, Language, and Stories: The Development of Children's Literate Behavior.
188p. mf. L3 ED 265 555

Language Skills
Socio-Cultural Approach to the Study of Re-Mediation.
19p. 1mf. L1 ED 265 955

Language Teachers
Symposium on the Initial and In-Service Training of Teachers of Modern Languages (Delphi, Greece, May 23-28, 1983).
156p. 2mf. L2 ED 265 732

Language Tests
Microcomputer Analysis of Children's Language Samples.
39p. 1mf. L1 ED 265 678

Language Usage
Analyzing the Various Approaches of Plain Language Laws. CDC Technical Report No. 29.
21p. 1mf. L1 ED 265 565
Neuro-Linguistic Programming: A Discussion of Why and How.
10p. 1mf. L1 ED 265 925
Play, Language, and Stories: The Development of Children's Literate Behavior.
188p. mf. L3 ED 265 555

Laotians
Your New Life in the United States. Lao Edition.
220p. 3mf. L1 ED 265 749

Latent Trait Theory
Asymptotic Properties of Induced Maximum Likelihood Estimates of Nonlinear Models for Item Response Variables: The Finite-Generic-Item-Pool Case.
42p. 1mf. L1 ED 266 177
Comparison of the Estimated Item Parameters of Shiba's Word/Phrase Comprehension Tests Obtained by Logist 5 and Those by the Tetrachoric Method.
470p. 5mf. L1 ED 266 192
Investigation of the Feasibility of Using the Three-Parameter Model for Florida's Statewide Assessment Tests.
63p. 1mf. L1 ED 266 152
Investigation of the Feasibility of Using the Three Parameter IRT Model in Florida's Student Assessment Program.
46p. 1mf. L1 ED 266 153

Lateral Dominance
More Optimism About Future Events with Relative Left Hemisphere Activation.
13p. 1mf. L1 ED 265 442
Visual Hemispheric Specialization: A Computational Theory. Technical Report #7.
84p. 1mf. L1 ED 266 190

Latin America
Five Studies on the Situation of Women in Latin America. Estudios e Informes de la CEPAL. Second Edition.
196p. 3mf. L1 ED 266 063
Investigacion Participativa y Gestion de Sistemas Educativos. (Participatory Research and the Management of Educational Systems).
29p. 1mf. L1 ED 265 995
Proposiciones Sobre Autonomia Universitaria. (Propositions on University Autonomy).
26p. 1mf. L1 ED 265 996

Latin American Culture
Five Studies on the Situation of Women in Latin America. Estudios e Informes de la CEPAL. Second Edition.
196p. 3mf. L1 ED 266 063

Laughter
Make More Time for Laughter in a Preschool Setting.
100p. 2mf. L1 ED 265 971

Lawyers
Supreme Court on Special Education: An Update.
9p. 1mf. L2 ED 265 723

Layout (Publications)
Redesigning and Testing a Work Order Form. CDC Technical Report No. 28.
38p. 1mf. L1 ED 265 564

Leadership Qualities
Hamstringing of Moral Education: Athletic Metaphors and Educational Administration.
19p. 1mf. L1 ED 266 081

Leadership Responsibility
Instructional Leadership: A Handbook for the Georgia Curriculum Director.
149p. 2mf. L1 ED 265 661
Selection of Seminary Presidents: An Informal Guide for Trustee Search Committees.
28p. 1mf. L1 ED 265 809

Leadership Styles
Leadership: The Critical Variable.
10p. 1mf. L1 ED 265 621

Leadership Training
Leadership: The Critical Variable.
10p. 1mf. L1 ED 265 621

Learner Control
Interaction of Learner Control and Prior Conceptual Understanding in Computer-Assisted Video Instruction.
33p. 1mf. L1 ED 265 845

Learning Activities
Activities for Teaching the Gifted Across the Curriculum. 1985 Summer Institute.
69p. 1mf. L1 ED 265 724
Clinical Teacher Education Guidelines. Report No. 9071.
371p. 4mf. L1 ED 266 093
Conference '85. Council of Outdoor Educators of Ontario. Proceedings (15th, London, Ontario, Canada, September 25-29, 1985).
44p. 1mf. L1 ED 265 984
Martin Luther King, Jr. Resource Guide.
88p. 1mf. L1 ED 266 218
Transition Time: Make It a Learning Time.
14p. 1mf. L1 ED 265 943

Learning Centers (Classroom)
Learning Centers: A Personalized Approach to Mainstreaming.
43p. 1mf. L2 ED 265 726

Learning Disabilities
Comprehensive Model: Vocational Preparation for Learning Disabled and Behaviorally Disordered Students and Vocational Assessment and Transition Objectives.
98p. 2mf. L1 ED 265 727
Effects of Training in Story Mapping Procedures on the Reading Comprehension of Poor Readers. Technical Report No. 352.
45p. 1mf. L1 ED 265 524
Life Transitions of Learning Disabled Adults: Perspectives from Several Countries. Monograph Number Thirty-Two.
68p. 1mf. L1 ED 265 722
Micro-CAI in Education: Some Considerations.
24p. 1mf. L1 ED 265 843
Services for Learning Disabled Adults in California's Community Colleges.
31p. 1mf. L1 ED 265 892
Words: A Microcomputer Program for Teaching and Testing Students' Sight Word Vocabulary.
17p. 1mf. L1 ED 265 842

Learning Modalities
Effect of Visual and Verbal Strategies on Children's Solutions of Figured Matrices in Japan and the United States.
29p. 1mf. L1 ED 266 194

Learning Modules
One Key LOGO and Hands-On Activity Cards.
121p. 2mf. L2 ED 265 833

Learning Processes
Advances in Writing Research, Volume One: Children's Early Writing Development. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
349p. mf. L3 ED 265 556
Beyond the Curriculum: Creating the Conditions for Learning.
28p. 1mf. L1 ED 266 181
Cognitive Domain: The Last Frontier. Final Report of the Regional Study Award Project.
14p. 1mf. L1 ED 265 496
Counseling Students through Their Individual Learning Styles.
140p. 2mf. L1 ED 265 452
Effect of Task Purpose on the Study Behaviors and Recall of Young Children. Technical Report No. 346.
38p. 1mf. L1 ED 265 493
Information Technologies: What You See Is Not (Always) What You Get. Revised.
35p. 1mf. L1 ED 265 872
Interfering with Sentence Comprehension in the Deaf.
8p. 1mf. L1 ED 265 681
Micro-CAI in Education: Some Considerations.
24p. 1mf. L1 ED 265 843

Learning Strategies
Evolution of a Diagnostic Teacher: A Reflective Analysis.
21p. 1mf. L1 ED 266 141

Learning Theories
Analyzing Diverse Learning Style Conceptions and Approaches: A Synthesis of Learning Style Informed Education.
22p. 1mf. L1 ED 265 617
Beyond the Curriculum: Creating the Conditions for Learning.
28p. 1mf. L1 ED 266 181
Cognitive Domain: The Last Frontier. Final Report of the Regional Study Award Project.
14p. 1mf. L1 ED 265 496
Sensitive Period Hypothesis: A Review of Literature Regarding Acquisition of a Native-Like Pronunciation in a Second Language.
20p. 1mf. L1 ED 265 745

Legal Responsibility
Tort Liability and Risk Management in Adventure Education.
25p. 1mf. L1 ED 265 998

Leisure Time
Recreation Therapy: Implications for the Ventilator Assisted Child.
16p. 1mf. L1 ED 265 704

Leslie Bureau of Suffrage Education NY
Ida Husted Harper and the Leslie Bureau of Suffrage Education.
27p. 1mf. L1 ED 265 548

Liberal Arts
Challenge of Reform in Teacher Education: An Historical Perspective of Program Changes in Teacher Education at the University of South Carolina, 1982-84.
16p. 1mf. L1 ED 266 106
Cooperation: Key to the Future.
17p. 1mf. L1 ED 265 760
Of Specialists and Generalists.
20p. 1mf. L1 ED 266 009
Teacher Education and the Liberal Arts. Wingspread Conference of the Associated Colleges of the Midwest Report (October 11-13, 1985).
37p. 1mf. L1 ED 266 124
Value-Centered Education and Moral Commitment.
6p. 1mf. L2 ED 265 814

Librarians
New Directions in Library and Information Science Education. Final Report.
376p. 4mf. L1 ED 265 853
New Directions in Library and Information Science Education. Final Report. Volume 2.2: Public Librarian Competencies.
222p. 3mf. L1 ED 265 855
New Directions in Library and Information Science Education. Final Report. Volume 2.1: Academic Librarian Competencies.
229p. 3mf. L1 ED 265 854
New Directions in Library and Information Science Education. Final Report. Volume 2.4: Special Librarian Competencies.
219p. 3mf. L1 ED 265 857
New Directions in Library and Information Science Education. Final Report. Volume 2.3: School Librarian Competencies.
231p. 3mf. L1 ED 265 856
Resource Guide for Information/Library Education in Developing Countries.
84p. 1mf. L1 ED 265 886

Library Automation
Catalog Maintenance Online in ARL Libraries. SPEC Kit 119.
134p. 2mf. L2 ED 265 868

Library Catalogs
Catalog Maintenance Online in ARL Libraries. SPEC Kit 119.
134p. 2mf. L2 ED 265 868
End User Behavior on the Ohio State University Libraries' Online Catalog: A Computer Monitoring Study. Research Report.
41p. 1mf. L1 ED 265 888
Retrospective Conversion Manual: University Library Recon Project.
55p. 1mf. L1 ED 265 880

Library Collections
Preservation of the Biomedical Literature: A Plan for the National Library of Medicine.
131p. 2mf. L2 ED 265 879

Library Cooperation
California Conference on Networking. Proceedings (Pomona, California, September 19-22, 1985).
157p. 2mf. L1 ED 265 867

Library Education
Continuing Education for the Personnel of Small Public Libraries: Program Development at the Iowa State University Library and Its Public Services Course. Iowa State University Library Series in Continuing Education, no. 2.
20p. 1mf. L1 ED 265 885
New Directions in Library and Information Science Education. Final Report.
376p. 4mf. L1 ED 265 853
Resource Guide for Information/Library Education in Developing Countries.
84p. 1mf. L1 ED 265 886
Statistical Review of Turnover among Library School Faculty Members, 1960-1984.
33p. 1mf. L1 ED 265 881

Library Instruction
Library Resources: A Self-Paced Workbook for the University of Arkansas Libraries. Revised .
75p. 1mf. L1 ED 265 874
Technical Writing: Library Resources for Engineers. A Self-Paced Workbook for the University of Arkansas Libraries. Revised.
86p. 1mf. L1 ED 265 882

Library Materials
Library Resources: A Self-Paced Workbook for the University of Arkansas Libraries. Revised .
75p. 1mf. L1 ED 265 874
Paper Preservation: Nature, Extent, & Recommendations. Occasional Papers. Number 171.
79p. 1mf. L2 ED 265 877
Preservation of the Biomedical Literature: A Plan for the National Library of Medicine.
131p. 2mf. L2 ED 265 879
Simple Workstation for the Conservation of Library Materials.
12p. 1mf. L1 ED 265 866
Technical Writing: Library Resources for Engineers. A Self-Paced Workbook for the University of Arkansas Libraries. Revised.
86p. 1mf. L1 ED 265 882

Library Networks
California Conference on Networking. Proceedings (Pomona, California, September 19-22, 1985).
157p. 2mf. L1 ED 265 867
New Directions in Library and Information Science Education. Final Report. Volume 2.12: Library System Supplier Professional Competencies.
59p. 1mf. L1 ED 265 865

Library Personnel
Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Two/Three. First Interim Report.
106p. 2mf. L1 ED 265 869

Library Planning
Paper Preservation: Nature, Extent, & Recommendations. Occasional Papers. Number 171.
79p. 1mf. L2 ED 265 877
Preservation of the Biomedical Literature: A Plan for the National Library of Medicine.
131p. 2mf. L2 ED 265 879

Library Schools
Resource Guide for Information/Library Education in Developing Countries.
84p. 1mf. L1 ED 265 886
Statistical Review of Turnover among Library School Faculty Members, 1960-1984.
33p. 1mf. L1 ED 265 881

Library Services
California Conference on Networking. Proceedings (Pomona, California, September 19-22, 1985).
157p. 2mf. L1 ED 265 867
Continuing Education for the Personnel of Small Public Libraries: Program Development at the Iowa State University Library and Its Public Services Course. Iowa State University Library Series in Continuing Education, no. 2.
20p. 1mf. L1 ED 265 885
New Directions in Library and Information Science Education. Final Report. Volume 2.1: Academic Librarian Competencies.
229p. 3mf. L1 ED 265 854
New Directions in Library and Information Science Education. Final Report. Volume 2.2: Public Librarian Competencies.
222p. 3mf. L1 ED 265 855
New Directions in Library and Information Science Education. Final Report. Volume 2.8: Records and Information Manager Competencies.
25p. 1mf. L1 ED 265 861
New Directions in Library and Information Science Education. Final Report. Volume 2.6: Database Distributor/Service Professional Competencies.
24p. 1mf. L1 ED 265 859
New Directions in Library and Information Science Education. Final Report. Volume 2.12: Library System Supplier Professional Competencies.
59p. 1mf. L1 ED 265 865
New Directions in Library and Information Science Education. Final Report. Volume 2.4: Special Librarian Competencies.
219p. 3mf. L1 ED 265 857
New Directions in Library and Information Science Education. Final Report. Volume 2.3: School Librarian Competencies.
231p. 3mf. L1 ED 265 856
Report from the States, 1985. White House Conference on Library and Information Services Task Force 6th Annual Report.
68p. 1mf. L1 ED 265 884
Star Spangled Summer: 1986 Wisconsin Summer Library Program Manual. Bulletin No. 6257.
229p. 3mf. L1 ED 265 500

Library Skills
Library Resources: A Self-Paced Workbook for the University of Arkansas Libraries. Revised .
75p. 1mf. L1 ED 265 874
Technical Writing: Library Resources for Engineers. A Self-Paced Workbook for the University of Arkansas Libraries. Revised.
86p. 1mf. L1 ED 265 882

Library Technical Processes
Catalog Maintenance Online in ARL Libraries. SPEC Kit 119.
134p. 2mf. L2 ED 265 868
Retrospective Conversion Manual: University Library Recon Project.
55p. 1mf. L1 ED 265 880

Lifelong Learning
Lifelong Learning and Distance Education.
11p. 1mf. L1 ED 265 637

Limited English Speaking
Bilingual Program in Auxiliary Services for High Schools 1983-1984. O. E. A. Evaluation Report.
87p. 1mf. L1 ED 266 225
Bridges to Successful Reading (Reading Skills Lessons for Transitioning LEP Students) and Final Report.
123p. 2mf. L2 ED 265 413
Dewitt Clinton High School Project BISECT 1983-1984. O.E.A. Evaluation Report.
46p. 1mf. L1 ED 266 232

Linguistic Insecurity
Puerto Rican Spanish: Linguistic Insecurity.
29p. 1mf. L1 ED 265 738

Linguistics
Speech Acquisition and Archetypes: A Developmental Study of Autistic Young Adults.
28p. 1mf. L1 ED 265 720

Listening Comprehension
Effects of Training in Story Mapping Procedures on the Reading Comprehension of Poor Readers. Technical Report No. 352.
45p. 1mf. L1 ED 265 524

Listening Skills
Gikuyu ni Kioigire: A First Course in Kikuyu. 2: Aria-i na Aagikuyu: An Introduction to Kikuyu Conversation.
331p. 4mf. L1 ED 265 734

Literacy
Commitment to Literacy. Report of the Greater Cleveland Communication Skills Study Group.
26p. 1mf. L1 ED 265 534
Disguising the Issues in Education.
7p. 1mf. L1 ED 265 527
Socio-Cultural Approach to the Study of Re-Mediation.
19p. 1mf. L1 ED 265 955

Literacy Education
Commitment to Literacy. Report of the Greater Cleveland Communication Skills Study Group.
26p. 1mf. L1 ED 265 534
Radio for Literacy. A Reader on the Use of Radio in Literacy Programmes. For Use in Workshops of the German Foundation for International Development. Workshop Series.
413p. 5mf. L1 ED 265 372

Literary Criticism
Reading Literature: Integrating Close Reading, Responding, and Writing--A Model for Teaching.
19p. 1mf. L1 ED 265 543

Literary Magazines
Program to Recognize Excellence in Student Literary Magazines, 1985. Ranked Magazines.
88p. 1mf. L1 ED 265 562

Literature Appreciation
ALAN Review. Winter 1986.
56p. 1mf. L1 ED 265 567
Current Crisis in Literary Education.
11p. 1mf. L1 ED 265 572
Nonfiction.
106p. 2mf. L1 ED 265 560
Poetry in the Classroom.
101p. 2mf. L2 ED 265 549
Reading Literature: Integrating Close Reading, Responding, and Writing--A Model for Teaching.
19p. 1mf. L1 ED 265 543

Livestock
Study of Calvings. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 322

Local Government
Managing Local Government Records: A Manual for Local Government Officials in New York State.
108p. 2mf. L1 ED 265 875

Local Issues
Neighborhood Newspapers and Neighborhood Leaders: Influences on Agenda Setting and Definitions of Issues.
41p. 1mf. L1 ED 265 570
Public Attitudes toward Education Spending: The Role of Attentiveness to Local Schools.
18p. 1mf. L1 ED 265 657

Locus of Control
Volunteer Motivations and Rewards: Shaping Future Programs.
12p. 1mf. L1 ED 265 481

Logical Thinking
Mental Representation and Problem Solving in Work-Study Students.
16p. 1mf. L1 ED 265 451

Logist Computer Program
Comparison of the Estimated Item Parameters of Shiba's Word/Phrase Comprehension Tests Obtained by Logist 5 and Those by the Tetrachoric Method.
470p. 5mf. L1 ED 266 192

LOGO Programing Language
One Key LOGO and Hands-On Activity Cards.
121p. 2mf. L2 ED 265 833

Long Range Planning
Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume I.
177p. 2mf. L1 ED 265 898
Making the Transition in Technology, Training, and Education.
24p. 1mf. L1 ED 265 289
Survey of Recent Major Analyses of Internal Planning Issues for the New Orleans Public Schools. Pre-Planning Report No. 3.
58p. 1mf. L1 ED 266 183

Long Term Memory
Sequential Processes in Image Generation: An Objective Measure. Technical Report #6.
68p. 1mf. L1 ED 266 188

Louisiana
Louisiana Standards for State Certification of School Personnel Part A. Part B Vocational-Technical Personnel. Bulletin 746.
124p. 2mf. L1 ED 266 108
Use of the Computer in Louisiana Schools. Fourth Annual Report. Bulletin 1679, Revised.
139p. 2mf. L1 ED 265 829
Use of the Computer in Louisiana Schools. Bulletin 1679.
26p. 1mf. L1 ED 265 828

Low Achievement
Discovery Learning and Cognitive Development--The UKU Project.
14p. 1mf. L1 ED 265 920
Low Vision Aids
Visual Impairment Education in Wisconsin--Outreach Services. Bulletin No. 5376.
19p. 1mf. L1 ED 265 730
Machine Tools
Apprentice Machinist (AFSC 53130), Volumes 1-4, and Change Supplement (AFSC 42730).
491p. 6mf. L1 ED 265 360
Machinist (AFSC 42750).
584p. 7mf. L1 ED 265 356
Machinists
Apprentice Machinist (AFSC 53130), Volumes 1-4, and Change Supplement (AFSC 42730).
491p. 6mf. L1 ED 265 360
Machinist (AFSC 42750).
584p. 7mf. L1 ED 265 356
Macomb Community College MI
Making the Transition in Technology, Training, and Education.
24p. 1mf. L1 ED 265 289
Magnetic Tapes
Prediction of the Long Term Stability of Polyester-Based Recording Media. First Annual Report, June 1982; Second Annual Report, August 1983; Progress Report, December 1984.
131p. 2mf. L1 ED 265 835
Mailing Lists
Updating and Printing a Mailing List Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 318
Mainstreaming
Children with Disabilities in Ordinary Schools: An Action Study of Non-Designed Educational Integration in Pakistan.
88p. 1mf. L1 ED 265 711
Effects of Integrated Settings vs. Segregated Settings on the Adaptive Behavior of Mentally Retarded Children: A Review of the Literature.
12p. 1mf. L1 ED 265 700
Erasmus Hall High School Bilingual Program 1983-1984. O.E.A. Evaluation Report.
47p. 1mf. L1 ED 266 203
Integration of the Handicapped in Secondary Schools: Five Case Studies. The Education of the Handicapped Adolescent, III.
170p. 2mf. L2 ED 265 714
Laboratory Analysis within the Vocational Technical School as Adapted from a Guide to Job Analysis by the U.S. Department of Labor.
50p. 1mf. L1 ED 265 416
Learning Centers: A Personalized Approach to Mainstreaming.
43p. 1mf. L2 ED 265 726
Vocational Assessment of the Special Needs Learner: A Special Education Perspective.
24p. 1mf. L1 ED 265 375
William H. Taft High School Project HOLA 1983-1984. O.E.A. Evaluation Report.
74p. 1mf. L1 ED 266 202
5 A's Dean's Grant Second Year Monograph. 1980-82.
149p. 2mf. L1 ED 265 701
Majors (Students)
College and University Degrees Conferred, New York State, 1983-84.
17p. 1mf. L1 ED 265 772
College and University Racial/Ethnic Distribution of Enrollment, New York State, Fall 1984.
28p. 1mf. L1 ED 265 786
Males
PEER Report Card: Update on Women and Girls in America's Schools--A State-by-State Survey. PEER Policy Paper #4.
20p. 1mf. L2 ED 266 078
Management Development
Assessment of Need for Administrative Development on a University Campus: A Report.
37p. 1mf. L1 ED 265 764
Cooperation: Key to the Future.
17p. 1mf. L1 ED 265 760
Management Information Systems
Developing a Management Information System.
15p. 1mf. L1 ED 265 870
Improvement of Occupational Education in Maryland. A Progress Report, Fiscal Year 1985.
23p. 1mf. L1 ED 265 900
Information-Related Problems of Statewide Management Information Systems.
41p. 1mf. L1 ED 265 871
Technical Report on the Prospective Student Inquiry Data File and Information System at California State University, Chico.
25p. 1mf. L1 ED 265 826
Vocational Education as an Innovation in the Republic of China--Computerization of School Administration.
28p. 1mf. L1 ED 265 402
Management Styles
Personnel Characteristics, Job Satisfaction, and Organizational Styles of Television Program Directors Over Market Ranks and Station Sizes.
33p. 1mf. L1 ED 265 579
Manufacturing
Cutting Tools. Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 338
Design. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 340
Implementing Computer Integrated Manufacturing Technician Program.
14p. 1mf. L1 ED 265 394
Inspection. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 341
Main Stores--Goods Outwards. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 320
Manufacturing Process. Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 337
Moulds. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 339
Printed Circuitboard: Design and Production. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 335
Working in a Hose Building Factory. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 344
Manufacturing Industry
Design. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 340
Manufacturing Process. Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 337
Manuscript Writing (Handlettering)
Evaluating the Difficulty of Cursive, Manuscript, Italic and D'Nealian Handwriting.
28p. 1mf. L1 ED 265 539
Kindergarten Performance for Reading and Matching Four Styles of Handwriting.
17p. 1mf. L1 ED 265 536
Marine Biology
Coral Taxonomy. Results and Recommendations of a Regional Unesco (COMAR)/UNEP Workshop with Advanced Training (Phuket Marine Biological Centre, Thailand, February 10-26, 1984). Unesco Reports in Marine Science No. 33.
53p. 1mf. L2 ED 266 015
Marine Hoses
Working in a Hose Building Factory. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 344
Marriage
On Gold Diggers: Status Gain or Loss in Age Heterogamous Marriages.
24p. 1mf. L1 ED 265 429
Maryland
Improvement of Occupational Education in Maryland. A Progress Report, Fiscal Year 1985.
23p. 1mf. L1 ED 265 900
Re-employment for Dislocated Workers: The Jobs Training Partnership Act Experience in Maryland.
31p. 1mf. L1 ED 265 374
MASH (Television Program)
Differences in Perception and Appreciation of "Goodbye, Farewell, and Amen" as a Function of Viewing Context.
17p. 1mf. L1 ED 265 578
Mass Media
South Korea's Communications Research: State-of-the-Art Paradigms.
26p. 1mf. L1 ED 265 575
Mass Media Effects
Influence of Television on Children's Attentional Abilities.
12p. 1mf. L1 ED 265 933
Master Plans
Statewide Plan for Postsecondary Education in New Mexico: 1983-1987.
92p. 1mf. L1 ED 265 755
Master Teachers
Teacher Evaluation and Assessment Center. Report for 1984-1985.
111p. 2mf. L1 ED 266 089
Teacher Training Research: A Process Writing Journey.
17p. 1mf. L1 ED 265 545
Masters Degrees
Master's Degree in Transition.
6p. 1mf. L1 ED 265 799
Masters Programs
Directory of Graduate Programs in the Communication Arts and Sciences, 1986-1987. Ninth Edition .
315p. mf. L3 ED 265 577
Masters Theses
Guide to Theses and Dissertations: An International Bibliography of Bibliographies. Revised and Enlarged Edition.
264p. mf. L3 ED 265 777
Material Development
Knowledge Development and Utilization: Getting Employability Research into Public Use.
55p. 1mf. L1 ED 265 414
Modifying Commercial Software Yourself to Match Your Reading Instruction.
9p. 1mf. L1 ED 265 495
Mathematical Concepts
Teaching Strategies in Algebra: The Effectiveness of Relating and Sequencing Algebraic Concepts.
14p. 1mf. L1 ED 266 007
Mathematical Models
Asymptotic Properties of Induced Maximum Likelihood Estimates of Nonlinear Models for Item Response Variables: The Finite-Generic-Item-Pool Case.
42p. 1mf. L1 ED 266 177
Comparison of the Estimated Item Parameters of Shiba's Word/Phrase Comprehension Tests Obtained by Logist 5 and Those by the Tetrachoric Method.
470p. 5mf. L1 ED 266 192
Investigation of the Feasibility of Using the Three Parameter IRT Model in Florida's Student Assessment Program.
46p. 1mf. L1 ED 266 153
Investigation of the Feasibility of Using the Three-Parameter Model for Florida's Statewide Assessment Tests.
63p. 1mf. L1 ED 266 152
Policy Analysis and Simulation System for Educational Institutions.
13p. 1mf. L1 ED 265 632
Technical Description of the Procedures Used in Calculating School-Level Scaled Scores for the "Survey of Basic Skills: Grade 6."
128p. 2mf. L1 ED 266 186
Mathematics
TELLS: Testing for Essential Learning and Literacy Skills. 1984-85 Statewide Test Results. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools.
72p. 1mf. L1 ED 266 144
Mathematics Achievement
Assessing Cognitive Levels in the Classroom. Final Report.
238p. 3mf. L1 ED 266 033
Cultural Variations in Family Beliefs about Children's Performance in Mathematics: Comparisons among the People's Republic of China, Chinese-American, and Caucasian-American Families.
46p. 1mf. L1 ED 265 962
Evaluation of Experimental Concentration of Studies in Upper Secondary School.
14p. 1mf. L1 ED 266 023
Racially Integrating College-Preparatory Math Classes--An Evaluation of a University-High School Partnership.
29p. 1mf. L1 ED 266 032
Sex Equity and Math Achievement: A Summary of Research and Recommendations.
18p. 1mf. L1 ED 266 039
Mathematics Anxiety
Attributional Profiles of Japanese-American and Anglo-American University Students.
19p. 1mf. L1 ED 265 817
Mathematics Education
Designing Videodisc-Based Courseware for the High School.
26p. 1mf. L1 ED 265 844
Investigations in Mathematics Education. Volume 18, Number 4.
73p. 1mf. L1 ED 266 031
Mathematics, Science, and Technology Education: A Research Agenda.
100p. 2mf. L1 ED 266 037
Multi-Faceted Strategy for Improving Science and Math Education in North Carolina.
15p. 1mf. L1 ED 266 026
Recent Research on Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
3p. 1mf. L1 ED 266 019
Sex Equity and Math Achievement: A Summary of Research and Recommendations.
18p. 1mf. L1 ED 266 039
Teaching Mathematics and Science: Patterns of Microcomputer Use.
50p. 1mf. L2 ED 266 036
Mathematics Education Research
Assessing Cognitive Levels in the Classroom. Final Report.
238p. 3mf. L1 ED 266 033
Field Test of a Structured Television Curriculum on the Mathematics Achievement of Incarcerated High School Equivalency Learners.
11p. 1mf. L1 ED 266 040
Investigations in Mathematics Education. Volume 18, Number 4.
73p. 1mf. L1 ED 266 031
Recent Research on Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
3p. 1mf. L1 ED 266 019
Sex Equity and Math Achievement: A Summary of Research and Recommendations.
18p. 1mf. L1 ED 266 039
Mathematics Instruction
Field Test of a Structured Television Curriculum on the Mathematics Achievement of Incarcerated High School Equivalency Learners.
11p. 1mf. L1 ED 266 040
Improving Basic Skills in Reading and Mathematics. Final Evaluation Report 1984-1985.
114p. 2mf. L1 ED 266 097
Investigations in Mathematics Education. Volume 18, Number 4.
73p. 1mf. L1 ED 266 031
Nonstandard Analysis and Its Place in Undergraduate Education.
15p. 1mf. L1 ED 266 041
Recent Research on Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
3p. 1mf. L1 ED 266 019
Remedial Math at the College Level: A Pilot Study.
10p. 1mf. L1 ED 266 022
Skills for Solving Word Problems: Testing and Teaching Them. A Progress Report of a Project Being Conducted at South Dakota State University.
27p. 1mf. L1 ED 266 025
Teaching Strategies in Algebra: The Effectiveness of Relating and Sequencing Algebraic Concepts.
14p. 1mf. L1 ED 266 007
Verbal Math Problem Solving: What the Research on Instruction Tells Us.
39p. 1mf. L1 ED 265 719
Mathematics Skills
Performance of San Joaquin Delta College Freshmen Students in Reading, Writing and Math by Ethnicity, High School Status and Age.
14p. 1mf. L1 ED 265 895
Maximum Likelihood Statistics
Asymptotic Properties of Induced Maximum Likelihood Estimates of Nonlinear Models for Item Response Variables: The Finite-Generic-Item-Pool Case.
42p. 1mf. L1 ED 266 177
Comparison of the Estimated Item Parameters of Shiba's Word/Phrase Comprehension Tests Obtained by Logist 5 and Those by the Tetrachoric Method.
470p. 5mf. L1 ED 266 192
McMinnville School District OR
Two Case Studies of Local Test Development.
109p. 2mf. L1 ED 266 169
Measurement Techniques
Sequential Processes in Image Generation: An Objective Measure. Technical Report #6.
68p. 1mf. L1 ED 266 188
Teacher Evaluation Project. A Study of Measurement and Training Components Specified in the Management Training Act. Florida Statutes, Section 231.087. Final Report for 1982-1983.
229p. 3mf. L1 ED 266 121
Measures (Individuals)
Skills for Solving Word Problems: Testing and Teaching Them. A Progress Report of a Project Being Conducted at South Dakota State University.
27p. 1mf. L1 ED 266 025
Meat
What a Joint. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 350
Mechanics (Process)
Aircraft Environmental Systems Mechanic. Part 2.
1712p. 18mf. L1 ED 265 358
Aircraft Environmental Systems Mechanic. Part 1.
1519p. 16mf. L1 ED 265 357
Aircraft Pneudraulic Systems Mechanic (AFSC 42354).
727p. 8mf. L1 ED 265 359
Turboprop Propulsion Mechanic.
657p. 7mf. L1 ED 265 355
V-TECS Guide for Electronics Mechanic.
303p. 4mf. L1 ED 265 371
Media Research
Neighborhood Newspapers and Neighborhood Leaders: Influences on Agenda Setting and Definitions of Issues.
41p. 1mf. L1 ED 265 570
Media Use
Listeners' Socioeconomic Status and the Uses of All-News Radio.
14p. 1mf. L1 ED 265 587
Medicaid
Community Options Program: An Evaluation of Program Operations during 1982 and 1983.
209p. 3mf. L1 ED 265 454
Medical Education
Evaluation of a Computer-Controlled Videodisc Program To Teach Pediatric Neuromotor Assessment. Revised.
42p. 1mf. L1 ED 265 852
Medical Evaluation
Health. Louisiana MSRTS Manual. Bulletin 1711.
64p. 1mf. L1 ED 265 979
Medical Research
Alternatives to Animal Use in Research, Testing, and Education. Summary.
68p. 1mf. L1 ED 266 020
Medical Schools
Professional Schools in the American University. Comparative Higher Education Research Group. Working Paper 16.
48p. 1mf. L1 ED 265 795
Medical Services
Correlates of Home Health Care Services Use among the Elderly.
17p. 1mf. L1 ED 265 457
Crisis in Health Care: The Missouri Experience. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (Jefferson City, MO).
57p. 1mf. L1 ED 265 471
Hospital Use by Children in the United States and Canada. Comparative International Vital and Health Statistics Reports.
76p. 1mf. L1 ED 265 474
Medical Students
Evaluation of a Computer-Controlled Videodisc Program To Teach Pediatric Neuromotor Assessment. Revised.
42p. 1mf. L1 ED 265 852
Medicare
Crisis in Health Care: The Missouri Experience. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (Jefferson City, MO).
57p. 1mf. L1 ED 265 471
Mediterranean Region
Physical Oceanography of the Eastern Mediterranean (POEM): A Research Programme. Reports of the Organizing Committee Meeting (Paris, August 1984), and the Scientific Workshop (Lucerne, October 1984). Unesco Reports in Marine Science 35.
77p. 1mf. L2 ED 266 016
Memorization
Effect of Task Purpose on the Study Behaviors and Recall of Young Children. Technical Report No. 346.
38p. 1mf. L1 ED 265 493
Memory
Interfering with Sentence Comprehension in the Deaf.
8p. 1mf. L1 ED 265 681
Strategy-Selection in Question-Answering.
90p. 1mf. L1 ED 266 179
Mental Disorders
Functional Ability Rating Scale (FARS): A Community Developed, Behaviorally Based Instrument Designed to Assess a Subject's Capabilities in Seven Areas of Major Life Activity. Technical Manual.
40p. 1mf. L1 ED 266 147
Mental Health, United States 1985.
233p. 3mf. L1 ED 265 444
Mental Health
Southeast Asian Mental Health: Treatment, Prevention, Services, Training and Research.
557p. 6mf. L1 ED 266 199
Mental Health Clinics
Is the Authoritarian Trait in Mental Health Workers a Significant Predictor Variable of Patient Assault?
69p. 1mf. L2 ED 265 460
Mental Health Programs
Increasing the Social Networks of Isolated Elderly: Treatment and Research Findings.
16p. 1mf. L1 ED 265 480
Mental Health, United States 1985.
233p. 3mf. L1 ED 265 444
Use of Mental Health Standards in Child and Adolescent Programs: What Factors Influence Policy Development and Implementation?
31p. 1mf. L1 ED 265 440
Mental Health Workers
Facilitating Collaboration between the Clergy and Self-Help.
27p. 1mf. L1 ED 265 432
Mental Representation
Mental Representation and Problem Solving in Work-Study Students.
16p. 1mf. L1 ED 265 451
Mental Retardation
Aids--Intellectual Aids: A Conceptual Investigation.
13p. 1mf. L1 ED 265 699
Current Practices in Diagnosing the Mentally Retarded.
14p. 1mf. L1 ED 265 688
Effects of Integrated Settings vs. Segregated Settings on the Adaptive Behavior of Mentally Retarded Children: A Review of the Literature.
12p. 1mf. L1 ED 265 700
Functional Ability Rating Scale (FARS): A Community Developed, Behaviorally Based Instrument Designed to Assess a Subject's Capabilities in Seven Areas of Major Life Activity. Technical Manual.
40p. 1mf. L1 ED 266 147
How Our Understanding of Reality Develops.
57p. 1mf. L1 ED 265 697
Intellect and Intellectual Handicaps.
43p. 1mf. L1 ED 265 698
Mental Retardation: Topics of Today--Issues of Tomorrow.
119p. 2mf. L2 ED 265 687
Merit Pay
Study of Teacher Incentives for the District of Columbia Public Schools: Summary Report.
48p. 1mf. L1 ED 266 107
Meta Analysis
Effect of the Violation of the Assumption of Independence When Combining Correlation Coefficients in a Meta-Analysis.
22p. 1mf. L1 ED 266 151
Metacognition
Role of the Future Homemakers of America Student Organization in Facilitating the Development of Critical Thinking Skills.
17p. 1mf. L1 ED 265 397
Strategic Abilities of Above Average and Average High School Students: A Function of Text Conditions.
28p. 1mf. L1 ED 265 519
Metal Working
Airframe Repair Specialist (AFSC 53153).
1012p. 11mf. L1 ED 265 362
Machinist (AFSC 42750).
584p. 7mf. L1 ED 265 356
Metallurgy
Machinist (AFSC 42750).
584p. 7mf. L1 ED 265 356
Metaphors
Architecture as a Metaphor for Development of Culturally Adapted Minority Education Programs. Final Report of the Regional Study Award Project.
12p. 1mf. L1 ED 266 176
Reading Literature: Integrating Close Reading, Responding, and Writing--A Model for Teaching.
19p. 1mf. L1 ED 265 543
Meteorology
Weather Specialist (AFSC 25120).
633p. 7mf. L1 ED 265 400
Microcomputer Vocational Education Reportin
MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. User's Guide and Reference Manual. Version 3.1. Apple II.
175p. 2mf. L1 ED 265 293
MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. Version 3.1. Radio Shack TRS-80 Model III.
176p. 2mf. L1 ED 265 294
Microcomputers
"Successful" Teachers' Patterns of Microcomputer-Based Mathematics and Science Instruction. A RAND Note.
262p. 3mf. L2 ED 265 838
Calculating the Profitability of Christmas Turkeys Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 328
Computers in the Gym: Friends and Assistants.
21p. 1mf. L1 ED 265 846
Developing Instructional Applications at the Secondary Level. The Computer as a Tool.
50p. 1mf. L1 ED 265 850
Electronic Networking as an Avenue of Enhanced Professional Interchange.
10p. 1mf. L1 ED 265 851
Extending the Human Mind: Computers in Education. Proceedings of the Annual Summer Computer Conference (4th, Eugene, Oregon, August 19-21, 1985).
351p. 4mf. L1 ED 265 831
Formative Evaluation of the Computer-Assisted Learning Pilot Project in Canadian Federal Penitentiary Schools. August 1983-March 1984.
88p. 1mf. L1 ED 265 387
Gender and Computers: The Beneficial Effects of Experience on Attitudes.
32p. 1mf. L1 ED 265 848
Implementing Microcomputers in Academic Departments: Changing the Face of Academic and Administrative Life at the University of California, Santa Barbara.
12p. 1mf. L1 ED 265 767
Micro-CAI in Education: Some Considerations.
24p. 1mf. L1 ED 265 843
Microcomputer Troubleshooting Training.
17p. 1mf. L1 ED 265 396
Microcomputers in Alberta Schools--1985. A Final Report on the Results of a Resource Survey of Alberta Schools.
73p. 1mf. L1 ED 265 834
Microcomputers in Schools, 1984-85. A Comprehensive Survey and Analysis.
130p. 2mf. L1 ED 265 822
Minimum Computer Knowledge for Elementary Principals.
16p. 1mf. L1 ED 265 616
Monitoring Horticultural Crop Returns Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 330
One Key LOGO and Hands-On Activity Cards.
121p. 2mf. L2 ED 265 833
Pen and Paper vs. the Machine: Writers Composing in Hard Copy and Computer Conditions. CDC Technical Report No. 16.
16p. 1mf. L1 ED 265 563
Policy Analysis and Simulation System for Educational Institutions.
13p. 1mf. L1 ED 265 632
Recording Milk Yield on a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 329
Requiring Microcomputers in Community Colleges.
9p. 1mf. L1 ED 265 907
Research Issues in Computer-Assisted Learning Environments.
18p. 1mf. L1 ED 265 823
Reviews of Microcomputer Item Banking Software.
49p. 1mf. L1 ED 266 167
Role of Elaborations in Learning a Skill from an Instructional Text: Further Findings.
63p. 1mf. L1 ED 265 824
Studying Parental Decision Making with Micro-Computers: The CPSI Technique.
15p. 1mf. L1 ED 266 184
Teaching Early Childhood Educators and Other Adults How to Use Computers.
3p. 1mf. L1 ED 265 935
Teaching Generalizations Using a Computer-Based Drill Strategy.
51p. 1mf. L1 ED 265 847
Teaching Mathematics and Science: Patterns of Microcomputer Use.
50p. 1mf. L2 ED 266 036
Updating and Printing a Mailing List Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 318
Use of the Computer in Louisiana Schools. Bulletin 1679.
26p. 1mf. L1 ED 265 828
Use of the Computer in Louisiana Schools. Fourth Annual Report. Bulletin 1679, Revised.
139p. 2mf. L1 ED 265 829
Visitors Book. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 319
Words: A Microcomputer Program for Teaching and Testing Students' Sight Word Vocabulary.
17p. 1mf. L1 ED 265 842
Work and Programmable Automation.
22p. 1mf. L1 ED 265 405
Microelectronics
Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64.
53p. 1mf. L1 ED 265 776
Microfilm
Prediction of the Long Term Stability of Polyester-Based Recording Media. First Annual Report, June 1982; Second Annual Report, August 1983; Progress Report, December 1984.
131p. 2mf. L1 ED 265 835
Microwave Ovens
Use of a Microwave Oven. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 349
Middle Aged Adults
Mid-Career Plateau: A Note on Coping with Demotivated Staff. Coombe Lodge Working Paper. Information Bank Number 1706.
12p. 1mf. L1 ED 265 299
Middle Management
University Mid-Level Administrators: Comparisons between Men and Women on Work Experience, Commitment, and Job Satisfaction.
48p. 1mf. L1 ED 265 763
Middle Schools
Teamed Approach to Making the Transition to a Middle School.
20p. 1mf. L1 ED 265 634
Midlife Transitions
Career Development and Satisfaction among Secondary School Teachers.
140p. 2mf. L1 ED 266 119
Mid-Career Plateau: A Note on Coping with Demotivated Staff. Coombe Lodge Working Paper. Information Bank Number 1706.
12p. 1mf. L1 ED 265 299
Migrant Children
Education. Louisiana MSRTS Manual. Bulletin 1712.
178p. 2mf. L1 ED 265 980
Health. Louisiana MSRTS Manual. Bulletin 1711.
64p. 1mf. L1 ED 265 979
Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.
174p. 2mf. L1 ED 265 982
Migrant Education
Educational Disadvantages of Junior High and High School Migrant Students in Wisconsin. Part One of a Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
15p. 1mf. L1 ED 266 005
Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students.
88p. 1mf. L1 ED 266 006
Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
70p. 1mf. L1 ED 266 004
Migrant Health Services
Health. Louisiana MSRTS Manual. Bulletin 1711.
64p. 1mf. L1 ED 265 979
Migrant Student Record Transfer System
Education. Louisiana MSRTS Manual. Bulletin 1712.
178p. 2mf. L1 ED 265 980
Health. Louisiana MSRTS Manual. Bulletin 1711.
64p. 1mf. L1 ED 265 979
Migrant Workers
Migrant Services in South Carolina.
58p. 1mf. L1 ED 265 977
Migrant Youth
Educational Disadvantages of Junior High and High School Migrant Students in Wisconsin. Part One of a Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
15p. 1mf. L1 ED 266 005
Migrant and Refugee Youth in the Australian Labour Force. An Annotated Bibliography.
53p. 1mf. L2 ED 266 207
Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Overview.
36p. 1mf. L2 ED 266 205
Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Report.
388p. 5mf. L2 ED 266 206
Mild Disabilities
Vocational Assessment of the Special Needs Learner: A Special Education Perspective.
24p. 1mf. L1 ED 265 375

Military Personnel
Twelve-Month Profile of U. S. Navy Recruits on Reading Comprehension and Educationally Related Characteristics: June, 1984, to May, 1985. 28p. 1mf. L1 ED 265 515
Military Training
Aircraft Environmental Systems Mechanic. Part 1. 1519p. 16mf. L1 ED 265 357
Aircraft Environmental Systems Mechanic. Part 2. 1712p. 18mf. L1 ED 265 358
Airframe Repair Specialist (AFSC 53153). 1012p. 11mf. L1 ED 265 362
Optometry Specialist. 407p. 5mf. L1 ED 265 401
Weather Specialist (AFSC 25120). 633p. 7mf. L1 ED 265 400
Minimum Competencies
Quality Assessments of Prospective Teachers: Surveys of Previous and Present Practices. College Reading and Learning Assistance Technical Report 85-11. 40p. 1mf. L1 ED 266 133
Minimum Competency Testing
Educational Standards, Accountability, and Student Assessment: Legal and Administrative Considerations for Competency Testing. 79p. 1mf. L1 ED 265 648
English Language Arts: Reading Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS). 46p. 1mf. L1 ED 266 162
English Language Arts: Writing Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS). 39p. 1mf. L1 ED 266 161
Investigation of the Feasibility of Using the Three-Parameter Model for Florida's Statewide Assessment Tests. 63p. 1mf. L1 ED 266 152
Results of a Project to Improve Proficiency Scores in Selected Ninth Grades, 1984-85 School Year. First-Year Evaluation Report: Knoxville City Schools (KCS). 28p. 1mf. L1 ED 265 620
Teachers' Totter: A Report on Teacher Certification Issues. Occasional Paper of the Institute for the Study of Educational Policy No. 6. 123p. mf. L3 ED 266 086
Technical Description of the Procedures Used in Calculating School-Level Scaled Scores for the "Survey of Basic Skills: Grade 6." 128p. 2mf. L1 ED 266 186
TELLS: Testing for Essential Learning and Literacy Skills. 1984-85 Statewide Test Results. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools. 72p. 1mf. L1 ED 266 144
TELLS: Testing for Essential Learning and Literacy Skills. Summary of Results 1984. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools. 90p. 1mf. L1 ED 266 191
Minnesota
Financing Education in Minnesota, 1985-86. A Report by the Minnesota Senate Education Committee. 52p. 1mf. L1 ED 265 645
Minnesota (Minneapolis)
Needs of Older Employees and Retirees: Task Force Results of the Corporate Volunteerism Council of Minneapolis and St. Paul, Minnesota. 83p. 1mf. L1 ED 265 285
Minnesota (Saint Paul)
Needs of Older Employees and Retirees: Task Force Results of the Corporate Volunteerism Council of Minneapolis and St. Paul, Minnesota. 83p. 1mf. L1 ED 265 285
Minority Groups
College and University Racial/Ethnic Distribution of Enrollment, New York State, Fall 1984. 28p. 1mf. L1 ED 265 786
Faculty Salary Differentials by Race: A Management School Case Study of Suspected Treatment Discrimination. 36p. 1mf. L1 ED 265 753
Investigations in Mathematics Education. Volume 18, Number 4. 73p. 1mf. L1 ED 266 031
Testing Results for Minority Isolated Schools. San Diego City Schools, Spring 1984. Report No. 375. 420p. 5mf. L1 ED 266 170
Underrepresentation of Minorities Who Transfer to Baccalaureate Institutions. 12p. 1mf. L1 ED 265 999
Women and Minorities in Science and Engineering. 257p. 3mf. L1 ED 266 027
Mississippi
Annual Report of the State Superintendent of Public Education, 1983-84 and Recommendations to the Legislature of Mississippi, 1985. Volume I. 23p. 1mf. L1 ED 265 652
Mississippi State University
Managing Students' Progress through Teacher Education Program. 10p. 1mf. L1 ED 266 092
Missouri
Creative Job Development Strategies. 174p. 2mf. L1 ED 265 364
Crisis in Health Care: The Missouri Experience. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (Jefferson City, MO). 57p. 1mf. L1 ED 265 471
Mobility Aids
Technology--A Bridge to Independence. RESNA '85. Proceedings of the Annual Conference on Rehabilitation Technology (8th, Memphis, Tennessee, June 24-28, 1985). 458p. 5mf. L2 ED 265 284
Model Teacher Induction Program
Strategies for Improving Teacher Education. MTIP Satellite Network Conference Proceedings (Austin, Texas, November 1-2, 1984; Austin, Texas, April 22-23, 1985). 68p. 1mf. L1 ED 266 094
Modeling (Psychology)
Application of Instructional Design and Modeling Theory in Educational Psychology. 14p. 1mf. L1 ED 266 143
Deaf Children's Acquisition of Prereading Skills Using the Reciprocal Teaching Procedure. Technical Report No. 350. 27p. 1mf. L1 ED 265 523
Models
Acquiring, Representing, and Evaluating a Competence Model of Diagnostic Strategy. 97p. 2mf. L1 ED 266 178
Applied Studies in Computerized Diagnostic Testing: Implications for Practice. Diagnostic Testing Project. 22p. 1mf. L1 ED 266 157
Can An American Do Semiotic Phenomenology? 19p. 1mf. L1 ED 265 594
Computer-Assisted Instruction: The Microcomputer as an Electronic Teacher's Aide. 9p. 1mf. L1 ED 265 706
Developing and Implementing a Program of Employer and Job Needs Assessment. 51p. 1mf. L1 ED 265 366
Electronic Text: An Amalgam of Capabilities for Creating, Informing, and Instructing. Monograph Number Two of the Electronic Text Monograph Series. 47p. 1mf. L1 ED 265 830
Evaluating Administrative Components of Program Implementation in the Adaptive Learning Environments Model. 59p. 1mf. L1 ED 266 148
Examination of State University and College Admissions Policies: Research Report. [illegible]
Interactive Evaluation of Educational Programs Serving Students with Severe Disabilities. 16p. 1mf. L1 ED 265 694
Intra-Personal Skills: A Conceptual Model. Intra-Personal Skills Series. Coombe Lodge Working Paper. Information Bank Number 2047. [illegible]
Process for Designing and Implementing a Dual Purpose Evaluation System. CSE Resource Paper No. 7. 40p. 1mf. L1 ED 266 173
Research Based Program Development: A Model for Exceptional Learners. 29p. 1mf. L1 ED 265 673
South Korea's Communications Research: State-of-the-Art Paradigms. 26p. 1mf. L1 ED 265 575
State Model for Local Evaluation, 1984-85. Tennessee Career Ladder Better Schools Program. 78p. 1mf. L1 ED 266 146
Strategy-Selection in Question-Answering. 90p. 1mf. L1 ED 266 179
Modern Languages
Symposium on the Initial and In-Service Training of Teachers of Modern Languages (Delphi, Greece, May 23-28, 1983). 156p. 2mf. L2 ED 265 732
Moldmaking
Manufacturing Process. Youth Training Scheme. Core Exemplar Work Based Project. [illegible] ED 265 337
Moulds. Youth Training Scheme. Core Exemplar Work Based Project. [illegible] ED 265 339
Monetary Systems
European Currency Unit: An Economic, Financial, and Political Currency. [illegible]
Money Management
Financial Management: Cash Management Practices in Florida Community Colleges. [illegible]
Montana
Montana Cooperative Education Handbook. [illegible]
Monte Carlo Methods
Effect of the Violation of the Assumption of Independence When Combining Correlation Coefficients in a Meta-Analysis. [illegible]
Montessori Method
Farm Experience: Its Importance in a Child's Life. [illegible]
Moral Values
Impact of Parental Views of the Nature of Humankind upon Child-Rearing Attitudes. [illegible]
Value-Centered Education and Moral Commitment. [illegible]
Morphology (Languages)
Rules in Child Language. [illegible]
Mother Attitudes
Adjusting to Childhood Diabetes. [illegible]
Mothers
Effects of Maternal Training on Language Use. [illegible]
Modifiability of Maternal Language Use and Its Effect on Delayed Child Language Acquisition. [illegible]
State of the World's Children, 19[illegible] [illegible]
Motivation
Cultural Variations in Family Beliefs about Children's Performance in Mathematics: Comparisons among [illegible] Chinese-American, and Caucasian-American Families. [illegible]
Motivation and School Achievement. [illegible]
Motivation Theories and Motivation Systems. The Gulf between Theory and Practice. Coombe Lodge Working Paper. Information Bank Number 1937. [illegible]
Social Influences on Creativity: Interactive Effects of Reward and Choice. [illegible]
Volunteer Motivations and Rewards: Shaping Future Programs. [illegible] ED 265 481
Motivation Techniques
Mid-Career Plateau: A Note on Coping with Demotivated Staff. Coombe Lodge Working Paper. Information Bank Number 1708. [illegible] ED 265 299
Motivation Theories and Motivation Systems. The Gulf between Theory and Practice. Coombe Lodge Working Paper. Information Bank Number 1937. [illegible] ED 265 302
Motor Development
De-fusing Dyslexia. [illegible] ED 265 707
Training Teachers of the Handicapped through a Competency Based Format to Instruct Motor Skills. [illegible]
Motor Vehicle Inspections
MOT Test Procedures. Youth Training Scheme. Core Exemplar Work Based Project. [illegible]
Motor Vehicles
Introduction to Auto Body. Vocational Trade and Industrial Education. [illegible]
MOT Test Procedures. Youth Training Scheme. Core Exemplar Work Based Project. [illegible]
Multicultural Education
Review of Multicultural and Migrant Education. [illegible]
Multimodal Methods
Multimodal Self-Management for Children: An Holistic Program for Teachers. [illegible]
Multiple Disabilities
Interactive Evaluation of Educational Programs Serving Students with Severe Disabilities. 16p. 1mf. L1 ED 265 694
Multitype Library Networks
California Conference on Networking. Proceedings (Pomona, California, September 19-22, 198[illegible]). 157p. 2mf. L1 ED 265 867
Museums
New Directions in Library and Information Science Education. Final Report. Volume 2.9: Archivist/Museum Professional Competencies. 75p. 1mf. L1 ED 265 862
Role of the Research Museums. Science Policy Study--Hearings Volume 2. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 17, 1985). No. 56. 177p. 2mf. L1 ED 266 029
Music Education
Class of 2001: Coping with the Computer Bandwagon. Words of Note Series. 18p. 1mf. L2 ED 266 069
Young Child and Music: Contemporary Principles in Child Development and Music Education. Proceedings of the Music in Early Childhood Conference (Provo, Utah, June 28-30, 1984). [illegible]
Nation at Risk (A)
Issues Related to the Quality of Education: A Preliminary Report of the Colorado State Board for Community Colleges and Occupational Education. [illegible]
National Competency Tests
Call for Professionalism. [illegible]
National Diffusion Network Programs
Educational Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices. Twelfth Edition. 351p. 4mf. L2 ED 266 134
Implementing the Recommendations of "Becoming a Nation of Readers": A Guide for Practitioners. 9p. 1mf. L1 ED 265 530
National Health Service Corps Amendments 19
National Health Service Corps Amendments of 1985. Report to Accompany S. 1285. Ninety-Ninth Congress, First Session. 34p. 1mf. L1 ED 265 804
National Library of Medicine MD
Preservation of the Biomedical Literature: A Plan for the National Library of Medicine. 131p. 2mf. L2 ED 265 879
National Norms
American Freshman: National Norms for Fall 1985. 249p. 3mf. L2 ED 265 778
National Park Service
Civilian Conservation Corps and the National Park Service, 1933-1942: An Administrative History. 293p. 4mf. L1 ED 266 012
National Parks: Shaping the System. 115p. 2mf. L1 ED 266 013
National Parks
National Parks: Shaping the System. 115p. 2mf. L1 ED 266 013
National Programs
Compilation of the Domestic Volunteer Service Act of 1973 as Amended through September 30, 1985. Prepared for Use by the Committee on Education and Labor, U.S. House of Representatives. 99th Congress, 2d Session. 38p. 1mf. L1 ED 265 390
National Standard Reference Data System
Standard Reference Data Publications, 1964-1984. NBS Special Publication 708. 147p. 2mf. L1 ED 265 887
National Surveys
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Functioning of the Hearings. Volume IV. Final Volume. 233p. 3mf. L1 ED 265 966
Native Language Instruction
Bilingual Program in Auxiliary Services for High Schools 1983-1984. O. E. A. Evaluation Report. 87p. 1mf. L1 ED 266 225
Grover Cleveland High School Project CAUSA 1983-1984. O.E.A. Evaluation Report. 70p. 1mf. L1 ED 266 226
Review of Multicultural and Migrant Education. 160p. 2mf. L2 ED 266 208
South Bronx High School Career Awareness/Survival Skills Bilingual Program 1983-1984. O.E.A. Evaluation Report. 36p. 1mf. L1 ED 266 201
William H. Taft High School Project HOLA 1983-1984. O.E.A. Evaluation Report. 74p. 1mf. L1 ED 266 202
Natural Resources
Energy and Resource Conservation. Minimum Standards Leadership Series 1985. 78p. 1mf. L1 ED 266 042
National Parks: Shaping the System. 115p. 2mf. L1 ED 266 013
Navajo (Nation)
Focus on Navajo Tribal Government. 26p. 1mf. L1 ED 265 992
Navajo History to 1846: The Land and the People. 172p. 2mf. L2 ED 265 991
Navajo History: The Land and the People. 359p. 4mf. L2 ED 265 990
Naval Education and Training System
Academic Remedial Training: A Language Skills Development Program for U.S. Navy Recruits. 16p. 1mf. L1 ED 265 526
Naval Training
Twelve-Month Profile of U. S. Navy Recruits on Reading Comprehension and Educationally Related Characteristics: June, 1984, to May, 1985. 28p. 1mf. L1 ED 265 515
Navy
Academic Remedial Training: A Language Skills Development Program for U.S. Navy Recruits. 16p. 1mf. L1 ED 265 526
Nazism
Teaching about the Holocaust and Genocide: Introduction. The Human Rights Series, Volume I. 137p. 2mf. L1 ED 266 074
Teaching about the Holocaust and Genocide. The Human Rights Series, Volume II. 581p. 7mf. L1 ED 266 075
Nebraska
Nebraska Interstate-80 Sculpture Project and the Hidden Arts Curriculum of Small Towns. 23p. 1mf. L1 ED 266 057
Need Analysis (Student Financial Aid)
Does Need-Based Student Aid Discourage Saving for College? 28p. 1mf. L2 ED 265 783
National Association of State Scholarship and Grant Programs. 14th Annual Survey, 1982-83 Academic Year. 258p. 3mf. L1 ED 265 820
National Association of State Scholarship and Grant Programs. 17th Annual Survey Report, 1985-86 Academic Year. 220p. 3mf. L1 ED 265 821
Needs
Motivation Theories and Motivation Systems. The Gulf between Theory and Practice. Coombe Lodge Working Paper. Information Bank Number 1937. 10p. 1mf. L1 ED 265 302
Needs of Older Employees and Retirees: Task Force Results of the Corporate Volunteerism Council of Minneapolis and St. Paul, Minnesota. 83p. 1mf. L1 ED 265 285
Needs Assessment
Assessment of Need for Administrative Development on a University Campus: A Report. 37p. 1mf. L1 ED 265 764
Correlates of Home Health Care Services Use among the Elderly. 17p. 1mf. L1 ED 265 457
Survey of Recent Major Analyses of Internal Planning Issues for the New Orleans Public Schools. Pre-Planning Report No. 3. 58p. 1mf. L1 ED 266 183
Negotiators
Community Intergroup Conflict Resolution Guide. 36p. 1mf. L1 ED 266 198
Neighborhood Integration
School Desegregation Spurs First Housing Desegregation Gain in Forty Years in Louisville and Jefferson County. Three Decades of Increased Segregation Erased between 1970 and 1980. Staff Report 85-8. 53p. 1mf. L1 ED 266 204
NEOMYCIN (Computer Program)
Acquiring, Representing, and Evaluating a Competence Model of Diagnostic Strategy. 97p. 2mf. L1 ED 266 178
Netherlands
Career Development and Satisfaction among Secondary School Teachers. 140p. 2mf. L1 ED 266 119
Networking
Networking: A Case Study and Developmental Model. 79p. 1mf. L1 ED 265 876
Neurolinguistic Programming
Neuro-Linguistic Programming: A Discussion of Why and How. 10p. 1mf. L1 ED 265 925
Neurolinguistics
Neuro-Linguistic Programming: A Discussion of Why and How. 10p. 1mf. L1 ED 265 925
Neurological Impairments
Effects of Early vs. Late Cerebral Lesions on Verbal Learning and Memory in Children. 9p. 1mf. L1 ED 265 677
Evaluation of a Computer-Controlled Videodisc Program To Teach Pediatric Neuromotor Assessment. Revised. 42p. 1mf. L1 ED 265 852
Neurological Organization
Beyond the Curriculum: Creating the Conditions for Learning. 28p. 1mf. L1 ED 266 181
Effects of Early vs. Late Cerebral Lesions on Verbal Learning and Memory in Children. 9p. 1mf. L1 ED 265 677
Neuropsychology
Visual Hemispheric Specialization: A Computational Theory. Technical Report #7. 84p. 1mf. L1 ED 266 190
New England
New England. Reading for Young People. 194p. mf. L3 ED 265 499
New Jersey
Action Plan for Children: New Jersey. Recommendations of the Governor's Committee on Children's Services Planning. 186p. 2mf. L1 ED 265 930
Complex Challenge of Professional Development: Current Trends and Future Opportunities. 41p. 1mf. L1 ED 265 911
Handbook for Teachers of Haitian Students in New Jersey. 135p. 2mf. L1 ED 266 227
New Jersey Community College General Education Regulations. 13p. 1mf. L1 ED 265 905
New Mexico
Future Is Excellence. Report of the New Mexico Governor's Commission on Higher Education. 192p. 2mf. L1 ED 265 754
Statewide Plan for Postsecondary Education in New Mexico: 1983-1987. 92p. 1mf. L1 ED 265 755
New Orleans Public Schools LA
Survey of Recent Major Analyses of Internal Planning Issues for the New Orleans Public Schools. Pre-Planning Report No. 3. 58p. 1mf. L1 ED 266 183
New York
College & University Employees, New York State, 1984-85. 16p. 1mf. L1 ED 265 811
College and University Degrees Conferred, New York State, 1983-84. 17p. 1mf. L1 ED 265 772
College and University Racial/Ethnic Distribution of Enrollment, New York State, Fall 1984. 28p. 1mf. L1 ED 265 786
Managing Local Government Records: A Manual for Local Government Officials in New York State. 108p. 2mf. L1 ED 265 875
Racial/Ethnic Distribution of Public School Students and Staff, New York State 1984-85. 55p. 1mf. L1 ED 266 223
Strengthening Teaching. A Review of Issues and Programs in New York State. 49p. 1mf. L1 ED 266 123
News Media
Listeners' Socioeconomic Status and the Uses of All-News Radio. 14p. 1mf. L1 ED 265 587
New Directions in Journalism Research. A Selection of Papers from the Colloquium on Research in Journalism (Dubrovnik, Yugoslavia, April 1985). Publications Series B. 128p. 2mf. L1 ED 265 538
Newspapers
New Directions in Journalism Research. A Selection of Papers from the Colloquium on Research in Journalism (Dubrovnik, Yugoslavia, April 1985). Publications Series B. 128p. 2mf. L1 ED 265 538
Nominating Committees
Nominating Committee. AGB Standing Committee Series. 21p. 1mf. L1 ED 265 808
Noncash Benefits
Characteristics of Households and Persons Receiving Selected Noncash Benefits: 1984. 148p. 2mf. L1 ED 266 221
Noncredit Courses
Non-Credit Instructional Activities, January 1, 1985 Through June 30, 1985 with Trend Information for 1983, 1984 and 1985. State University of New York. Office of Institutional Research Research Report No. 20-85A. 375p. 4mf. L1 ED 265 768
Nonfiction
Nonfiction. 106p. 2mf. L1 ED 265 560
Nonformal Education
Adult and Non-Formal Education in the Third World: A Jamaican Perspective. Monographs on Comparative and Area Studies in Adult Education. 196p. 3mf. L1 ED 265 389
Organisation of Productive Work in Secondary Technical and Vocational Education in the United Kingdom. Studies in Technical and Vocational Education 2. 129p. 2mf. L2 ED 265 288
Noninstructional Responsibility
Faculty Activity Analysis in the Universidad Tecnica Del Estado Campuses. 475p. 5mf. L1 ED 265 765
Nonlinear Models
Asymptotic Properties of Induced Maximum Likelihood Estimates of Nonlinear Models for Item Response Variables: The Finite-Generic-Item-Pool Case. 42p. 1mf. L1 ED 266 177
Nonprofessional Personnel
Non-Faculty Coaches in Small High Schools. 27p. 1mf. L1 ED 265 667
Nonstandard Analysis
Nonstandard Analysis and Its Place in Undergraduate Education. 15p. 1mf. L1 ED 266 041
Nonstandard Dialects
Puerto Rican Spanish: Linguistic Insecurity. 29p. 1mf. L1 ED 265 738
Nontraditional Education
Alternative Certification for Teachers. ERIC Digest 1, 1986. 4p. 1mf. L1 ED 266 137
Creation of an Alternative High School in the West Fargo School District--An Analysis. 36p. 1mf. L1 ED 265 291
Credit and Attendance Alternatives for a Competency-Based Instructional Program. 117p. 2mf. L1 ED 265 660
Nontraditional Occupations
Education and Employment. A Handbook to Promote Sex Equity. 73p. 1mf. L1 ED 265 385
Nonverbal Communication
Communicative Relevancies of Instrument Flight; A Technologically Contingent World. 9p. 1mf. L1 ED 265 592
Norm Referenced Tests
Assessing Instructional Outcomes. 68p. 1mf. L1 ED 266 175
North American History
Navajo History to 1846: The Land and the People. 172p. 2mf. L2 ED 265 991
North Carolina
Keeping Students in School. Dropout Data, Research, and Programs. 61p. 1mf. L1 ED 265 430
Multi-Faceted Strategy for Improving Science and Math Education in North Carolina. 15p. 1mf. L1 ED 266 026
Nuclear Energy
Risk Assessment: An Examination of Assumptions. 22p. 1mf. L1 ED 266 059
Nuclear Technology
Risk Assessment: An Examination of Assumptions. 22p. 1mf. L1 ED 266 059
Nurses
Is the Authoritarian Trait in Mental Health Workers a Significant Predictor Variable of Patient Assault? 69p. 1mf. L2 ED 265 460
Nutrition Instruction
Children, Get a Headstart on the Road to Good Nutrition. 728p. 8mf. L1 ED 265 950
Oakland University MI
Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors, 1985-88. 96p. 1mf. L1 ED 265 789
Objectives
Goals and Objectives of National Science Policy. Science Policy Study--Hearings Volume 1. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (February 28; March 7, 21, 28; April 4, 1985). No. 46. 228p. 3mf. L1 ED 266 028
Occupational Home Economics
Fire. Youth Training Scheme. Core Exemplar Work Based Project. 18p. 1mf. L1 ED 265 345
Occupational Information
Job Satisfaction and the Alabama Public School Speech-Language Pathologist. 19p. 1mf. L1 ED 265 602
Review of Present and Proposed Occupational and Degree Programs Offered by the Saddleback Community College District and the Labor Market in Orange County. 74p. 1mf. L1 ED 265 896
Occupational Safety and Health
Better Safe Than Sorry. Youth Training Scheme. Core Exemplar Work Based Project. 23p. 1mf. L1 ED 265 343
Occupational Surveys
Developing and Implementing a Program of Employer and Job Needs Assessment. 51p. 1mf. L1 ED 265 366
Job Satisfaction and the Alabama Public School Speech-Language Pathologist. 19p. 1mf. L1 ED 265 602
Reading Practices of Adults in One High Technology Company. Reading Competencies and Practices. Technical Report #6. 102p. 2mf. L1 ED 265 512
Oceanography
Physical Oceanography of the Eastern Mediterranean (POEM): A Research Programme. Reports of the Organizing Committee Meeting (Paris, August 1984), and the Scientific Workshop (Lucerne, October 1984). Unesco Reports in Marine Science 35. 77p. 1mf. L2 ED 266 016
Office Machines
Study to Determine the Perception of Business Persons on Changing from a Traditional Office to the Electronic Office. 41p. 1mf. L1 ED 265 409
Office Occupations Education
Competency-Based Course Outlines for Business Education and Office Education: General Office, Secretarial, Word Processing, and Administrative Support Occupations. Revised. 433p. 5mf. L1 ED 265 376
E.T. Phone Home. Youth Training Scheme. Core Exemplar Work Based Project. 24p. 1mf. L1 ED 265 312
Failing to Turn Up: A Statistical Analysis. Youth Training Scheme. Core Exemplar Work Based Project. 21p. 1mf. L1 ED 265 311
ITeC Inventory. Youth Training Scheme. Core Exemplar Work Based Project. 19p. 1mf. L1 ED 265 336
Main Stores--Goods Outwards. Youth Training Scheme. Core Exemplar Work Based Project. 23p. 1mf. L1 ED 265 320
Not Another File! Youth Training Scheme. Core Exemplar Work Based Project. 23p. 1mf. L1 ED 265 314
Sales Accounts File. Youth Training Scheme. Core Exemplar Work Based Project. 22p. 1mf. L1 ED 265 310
Study to Determine the Perception of Business Persons on Changing from a Traditional Office to the Electronic Office. 41p. 1mf. L1 ED 265 409
Taking Telephone Calls. Youth Training Scheme. Core Exemplar Work Based Project. 20p. 1mf. L1 ED 265 317
Updating and Printing a Mailing List Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project. 19p. 1mf. L1 ED 265 318
Visitors Book. Youth Training Scheme. Core Exemplar Work Based Project. 21p. 1mf. L1 ED 265 319

Office Practice
Competency-Based Course Outlines for Business Education and Office Education: General Office, Secretarial, Word Processing, and Administrative Support Occupations. Revised.
433p. 5mf. L1 ED 265 376
Offices (Facilities)
IfeC Inventory. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 336
Study to Determine the Perception of Business Persons on Changing from a Traditional Office to the Electronic Office.
41p. 1mf. L1 ED 265 409
Ohio
Energy and Resource Conservation. Minimum Standards Leadership Series 1985.
78p. 1mf. L1 ED 266 042
Ohio (Cleveland)
Commitment to Literacy. Report of the Greater Cleveland Communication Skills Study Group.
26p. 1mf. L1 ED 265 534
Older Adults
Clinical Aspects of Assessment and Intervention with Resistant Clients.
18p. 1mf. L1 ED 265 450
Compilation of the Domestic Volunteer Service Act of 1973 as Amended through September 30, 1985. Prepared for Use by the Committee on Education and Labor, U.S. House of Representatives. 99th Congress, 2d Session.
38p. 1mf. L1 ED 265 390
Crime and the Hispanic Elderly.
20p. 1mf. L1 ED 265 459
Crisis in Health Care: The Missouri Experience. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (Jefferson City, MO).
57p. 1mf. L1 ED 265 471
Cuban Elderly and Their Service Utilization Behavior.
24p. 1mf. L1 ED 265 458
Developments in Aging: 1984. Volume 1. A Report of the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session. Pursuant to S. Res. 354, March 2, 1984, Resolution Authorizing a Study of the Problems of the Aged and Aging.
416p. 5mf. L1 ED 265 436
Effects of Home Care on the Quality of Circumstances of the Elderly.
30p. 1mf. L1 ED 265 469
Family Caregivers and Burden: A Developmental Perspective.
18p. 1mf. L1 ED 265 439
Guia Legal para Ciudadanos Envejeciente: Leyes y Programas Afectando los Ciudadanos Envejeciente de Kansas. (Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens).
101p. 2mf. L1 ED 265 987
Helplessness, Pseudohelplessness and Psychotherapy.
28p. 1mf. L1 ED 265 424
High Risk Situations for Elderly Alcohol Abusers.
19p. 1mf. L1 ED 265 479
Increasing the Social Networks of Isolated Elderly: Treatment and Research Findings.
16p. 1mf. L1 ED 265 480
Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens.
64p. 1mf. L1 ED 265 986
National Retired Senior Volunteer Program Participant Impact Evaluation. Final Report.
120p. 2mf. L1 ED 265 388
Needs of Older Employees and Retirees: Task Force Results of the Corporate Volunteerism Council of Minneapolis and St. Paul, Minnesota.
83p. 1mf. L1 ED 265 285
Relationships with Adult Children: Support Functions and Vulnerabilities.
30p. 1mf. L1 ED 265 446
Strategies for Coping with Stress and Chronic Pain.
11p. 1mf. L1 ED 265 467
Support System of the Hispanic Elderly and the Use of Formal Social Services.
25p. 1mf. L2 ED 265 981
Older Americans Act 1984
Developments in Aging: 1984. Volume 1. A Report of the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session. Pursuant to S. Res. 354, March 2, 1984, Resolution Authorizing a Study of the Problems of the Aged and Aging.
416p. 5mf. L1 ED 265 436
On the Job Training
Training's Benchmarks. A Statistical Sketch of Employer-Provided Training and Education: 1969-1981. Task I Report: The Impact of Public Policy on Education and Training in the Private Sector.
140p. 2mf. L1 ED 265 379
Online Catalogs
Catalog Maintenance Online in ARL Libraries. SPEC Kit 119.
134p. 2mf. L2 ED 265 868
End User Behavior on the Ohio State University Libraries' Online Catalog: A Computer Monitoring Study. Research Report.
41p. 1mf. L1 ED 265 888
Retrospective Conversion Manual: University Library Recon Project.
55p. 1mf. L1 ED 265 880
Online Searching
End User Behavior on the Ohio State University Libraries' Online Catalog: A Computer Monitoring Study. Research Report.
41p. 1mf. L1 ED 265 888
Online Systems
Formative Evaluation of the Computer-Assisted Learning Pilot Project in Canadian Federal Penitentiary Schools. August 1983-March 1984.
88p. 1mf. L1 ED 265 387
Ontario
University Benefits Survey. Part I (All Benefits Excluding Pensions).
159p. 2mf. L1 ED 265 805
University Benefits Survey. Part II (Pensions).
47p. 1mf. L1 ED 265 806
Ontario (Scarborough)
Evaluation of Guidance Services in Scarborough Schools. Internal Evaluation Report No. 6.
310p. 4mf. L1 ED 265 462
Ontology
Interrelationship between One's View of Man, Culture and Curriculum.
10p. 1mf. L1 ED 265 956
Open Enrollment
Entrance Testing at Community Colleges.
14p. 1mf. L1 ED 265 903
Ophthalmology
Cataract Surgery: Fraud, Waste, and Abuse. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.
104p. 2mf. L2 ED 265 468
Opin Procedure (Reading)
Assessing Silent Reading during the Process: An Investigation of the Opin Procedure.
27p. 1mf. L1 ED 265 529
Optimism
More Optimism About Future Events with Relative Left Hemisphere Activation.
13p. 1mf. L1 ED 265 442
Optometry
Optometry Specialist.
407p. 5mf. L1 ED 265 401
Oral Language
Written Language and Psychological Development.
191p. [illegible] ED 265 557
Organization of American States
ACCT Trustee Quarterly, Volume 9, Numbers 1-4, 1984-1985.
144p. 2mf. L1 ED 265 915
Organizational Change
Schools Under Pressure: The External Environment and Recent Organizational Reforms.
[illegible] 1mf. L1 ED 265 [illegible]
Teamed Approach to Making the Transition to a Middle School.
20p. 1mf. L1 ED 265 634
Organizational Climate
Intraorganizational Conflict in Schools.
29p. 1mf. L1 ED 265 625
Organizational Communication
Clear as Mud. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 313
E.T. Phone Home. Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 312
Organizational Mavericks and Innovation: A Triangulation Study of Culture.
31p. 1mf. L1 ED 265 599
Social vs. Clinical Perspectives on the Use of Information: Implications for School-based Information Systems. Systemic Evaluation Project.
33p. 1mf. L1 ED 266 155
Organizational Culture
Organizational Mavericks and Innovation: A Triangulation Study of Culture.
31p. 1mf. L1 ED 265 599
Organizational Development
Networking: A Case Study and Developmental Model.
[illegible]
Organizational Effectiveness
[illegible] Policies and Management Practices Leading to Effective Secondary Schools: Preliminary Draft for Non-Intensive Sites.
[illegible]
Organizational Mavericks
Organizational Mavericks and Innovation: A Triangulation Study of Culture.
31p. 1mf. L1 ED 265 599
Organizational Objectives
Conference '85. Council of Outdoor Educators of Ontario. Proceedings (15th, London, Ontario, Canada, September 25-29, 1985).
44p. 1mf. L1 ED 265 984
Organizational Theories
Human Action and Social Structure in the Study of Schools as Organizations.
[illegible] 1mf. L1 ED 265 [illegible]
Orientation Materials
Your New Life in the United States. Chinese Edition.
[illegible] 3mf. L1 ED 265 751
Your New Life in the United States. Hmong Edition.
221p. 3mf. L1 ED 265 750
Your New Life in the United States. Khmer Edition.
222p. 3mf. L1 ED 265 748
Your New Life in the United States. Lao Edition.
220p. 3mf. L1 ED 265 749
Sach Huong Dan [illegible] (Your New Life in the United States). Vietnamese Edition.
218p. 3mf. L1 ED 265 752
United Nations General Information Kit.
[illegible] 3mf. L2 ED 266 [illegible]
Ornamental Horticulture
Looking after Lawns and Bedding. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 326
People Who Live in Glass Houses. Youth Training Scheme. Core Exemplar Work Based Project.
[illegible] 1mf. L1 ED 265 331
Out of School Youth
[illegible] into Learning: An Appraisal of an ITB Foundation Year Training Scheme.
[illegible]
Outcomes of Education
Assessing Instructional Outcomes.
[illegible]
Creation of an Alternative High School in the West Fargo School District--An Analysis.
[illegible]
Improving Child Care Services: What Can Be Done? Hearings before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session (September 5, 6, 1984).
[illegible] L1 ED 265 921
Investigation of the Factors Associated with Effective Public High Schools.
[illegible] 1mf. L1 ED 265 633
Preschool Attendance and Type of Experience in Advantaged Children: Long-Term Effects by Third Grade.
26p. 1mf. L1 ED 265 942
Profile and Evaluation of Women's Program (1983) and Impact of Project Turning Point (Displaced Homemakers Program--1979-1981). Volume XIV, No. 5.
74p. 1mf. L1 ED 265 913
Research Study to Determine the Effects of Early Keyboard Use upon Student Development in Occupational Keyboarding. Final Report of Research.
[illegible] 1mf. L1 ED 265 [illegible]
Resource Papers and Technical Reports. Research into Practice Project.
[illegible] ED 266 172
School to Work. Transitioning Services [illegible] Study of High School and VR Programs for Adolescent Disabled Individuals.
[illegible]
Study of Academic Progress by Students [illegible] after Enrolling in Developmental Courses. [illegible]
[illegible]
Using Cost-Benefit Analysis to Determine the Profitability of Secondary Vocational Programs.
[illegible]
With Consequences for All. A Report from the ASCD Task Force on Increased High School Graduation Requirements.
[illegible] 1mf. L1 ED 266 160
Outdoor Activities
Conference '85. Council of Outdoor Educators of Ontario. Proceedings (15th, London, Ontario, Canada, September 25-29, 1985).
44p. 1mf. L1 ED 265 984
Tort Liability and Risk Management in Adventure Education.
25p. 1mf. L1 ED 265 998
Outdoor Education
"Better Camping for All" through Research. Proceedings of the Annual Meeting of the Camping Research Section of the American Camping Association (Atlanta, Georgia, March 13, 1985).
20p. 1mf. L2 ED 265 978
Conference '85. Council of Outdoor Educators of Ontario. Proceedings (15th, London, Ontario, Canada, September 25-29, 1985).
44p. 1mf. L1 ED 265 984
Outlining
Effects of High and Low Relevant Text Underlining on Test Performance.
20p. 1mf. L1 ED 265 520
Outplacement Services (Employment)
Outplacement Counseling.
[illegible] 1mf. L1 ED 265 [illegible]
Outreach Programs
[illegible] Preschool Outreach Project. Annual Report, [illegible]
[illegible]
Visual Impairment Education in Wisconsin--Outreach Services. Bulletin No. 5376.
19p. 1mf. L1 ED 265 730
Pacific Americans
Working with Patients from Other Cultures: Recent References for the Health Professional.
[illegible]
Pacific Circle Consortium
Use of Teleconferencing to Conduct Interim Business.
35p. 1mf. L1 ED 265 827
Paging Devices (Radio)
E.T. Phone Home. Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 312
Paige Compositor
Mark Twain's Nemesis: The Paige Compositor.
36p. 1mf. L1 ED 265 544
Pain Control
Strategies for Coping with Stress and Chronic Pain.
11p. 1mf. L1 ED 265 467
Pairing (School Districts)
Survey of Attitudes Toward the Russell-Tyler Pairing.
98p. 2mf. L1 ED 265 989
Pakistan
Case Study of a School-Based Change.
32p. 1mf. L1 ED 266 090
Paper (Material)
Paper Preservation: Nature, Extent, & Recommendations. Occasional Papers. Number 171.
79p. 1mf. L2 ED 265 877
Preservation and Restoration of Paper Records and Books: A RAMP Study with Guidelines.
121p. 2mf. L2 ED 265 878
Paraprofessional Personnel
Robotics/Automated Systems Technicians.
9p. 1mf. L1 ED 265 398
Parent Attitudes
Impact of Parental Views of the Nature of Humankind upon Child-Rearing Attitudes.
17p. 1mf. L1 ED 265 970
Married and Single Parents' Views of Grandparents: A Content Analysis.
24p. 1mf. L1 ED 265 447
Parent Inventory of Child Development in Nonschool Environments. (Working Copy).
99p. 2mf. L1 ED 265 931
Relationships with Adult Children: Support Functions and Vulnerabilities.
30p. 1mf. L1 ED 265 446
When Curriculum Does Not Match Readiness.
8p. 1mf. L1 ED 265 947
Parent Child Relationship
Context and Continuity: Changing Perspectives on Children.
18p. 1mf. L1 ED 265 952
Factors Influencing Parent-Toddler Affiliative Interaction: Implications for Child Care Programming.
16p. 1mf. L1 ED 265 944
Family Caregivers and Burden: A Developmental Perspective.
18p. 1mf. L1 ED 265 439
Father Involvement, Sex-Typing and the Toy Play of Children.
18p. 1mf. L2 ED 265 427
Parent-Child Communication about Television: A View from the Parent's Perspective.
27p. 1mf. L1 ED 265 840
Relationships with Adult Children: Support Functions and Vulnerabilities.
30p. 1mf. L1 ED 265 446
Parent Education
Development of Speech Workshops and Videotape Library to Train Teachers and Parents of Exceptional Infants and Preschoolers.
155p. 2mf. L1 ED 265 713
Effects of Maternal Training on Language Use.
21p. 1mf. L1 ED 265 728
Modifiability of Maternal Language Use and Its Effect on Delayed Child Language Acquisition.
21p. 1mf. L1 ED 265 680
Parents and Teachers as Discipline Shapers.
35p. 1mf. L2 ED 265 945
Parent Financial Contribution
Does Need-Based Student Aid Discourage Saving for College?
28p. 1mf. L2 ED 265 783
Parent Influence
Gender Segregation in Nursery School: Predictors and Outcomes.
21p. 1mf. L1 ED 265 968
Parent Participation
All Our Kids Can Learn to Read: Guide to Parent and Citizen Action, Chicago SCHOOLWATCH.
178p. 2mf. L2 ED 265 521
Effective Practices in Indian Education. Teacher's Monograph.
382p. 4mf. L1 ED 266 000
Not Just Punishment: Discipline in Schools That Work. A Handbook for Chicago Parents = No Solamente Castigo: Disciplina en Escuelas Efectivas. Un Folleto para los Padres de Chicago.
112p. 2mf. L1 ED 265 656
Parent Role
Fostering Bilingualism in Early Childhood in an English-Speaking Home.
27p. 1mf. L1 ED 265 959
Parents and Teachers as Discipline Shapers.
35p. 1mf. L2 ED 265 945
Parent School Relationship
Development of Education in Fairford: A Community Manual.
58p. 1mf. L1 ED 266 003
Indochinese Refugees: An Administrator's Handbook.
40p. 1mf. L1 ED 266 210
Parent Teacher Cooperation
Parents and Teachers as Discipline Shapers.
35p. 1mf. L2 ED 265 945
Parenthood Education
Connect with Parents: Build Support Groups. Conference Proceedings (Colorado Springs, Colorado, August 3-4, 1984).
49p. 1mf. L2 ED 265 422
Parenting Skills
From Veteran Parent to Novice Teacher: A Case Study of a Student Teacher.
40p. 1mf. L1 ED 266 111
Parents
Connect with Parents: Build Support Groups. Conference Proceedings (Colorado Springs, Colorado, August 3-4, 1984).
49p. 1mf. L2 ED 265 422
Grandparents' Rights. Report from the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. To Accompany H. Con. Res. 67.
5p. 1mf. L1 ED 265 470
Parks
National Parks: Shaping the System.
115p. 2mf. L1 ED 266 013
Part Time Faculty
Four Dimensions of Staff Development Activities as Related to Part-Time Community College Instructors' Needs, Awareness, and Levels of Participation.
64p. 1mf. L1 ED 265 890
Partial Vision
Visual Impairment Education in Wisconsin--Outreach Services. Bulletin No. 5376.
19p. 1mf. L1 ED 265 730
Participant Characteristics
Adult Education in Rural America: A Review of Recent Research and Identification of Further Research Needs.
9p. 1mf. L1 ED 265 994
Education. Louisiana MSRTS Manual. Bulletin 1712.
178p. 2mf. L1 ED 265 980
National Retired Senior Volunteer Program Participant Impact Evaluation. Final Report.
120p. 2mf. L1 ED 265 388
Participant Satisfaction
Former Members Tell...Why They Left the School Board.
36p. 1mf. L1 ED 265 627
National Retired Senior Volunteer Program Participant Impact Evaluation. Final Report.
120p. 2mf. L1 ED 265 388
Profile and Evaluation of Women's Program (1983) and Impact of Project Turning Point (Displaced Homemakers Program--1979-1981). Volume XIV, No. 5.
74p. 1mf. L1 ED 265 913
Survey of Attitudes Toward the Russell-Tyler Pairing.
98p. 2mf. L1 ED 265 989
Participative Decision Making
Decision Making of Public School Superintendents: The Involvement of Subordinates and Others.
57p. 1mf. L1 ED 265 615
Participatory Research
Investigacion Participativa y Gestion de Sistemas Educativos. (Participatory Research and the Management of Educational Systems).
29p. 1mf. L1 ED 265 995
Patients
Is the Authoritarian Trait in Mental Health Workers a Significant Predictor Variable of Patient Assault?
69p. 1mf. L2 ED 265 460
Pattern Drills (Language)
Gikuyu ni Kioigire: A First Course in Kikuyu. 1: Wirute Gikuyu.
359p. 4mf. L1 ED 265 733
Peace
Creative Conflict Solving for Kids, Grades 4-9. Second Edition.
80p. 1mf. L2 ED 266 053
Pediatrics
Evaluation of a Computer-Controlled Videodisc Program To Teach Pediatric Neuromotor Assessment. Revised.
42p. 1mf. L1 ED 265 852
Peer Influence
Long Term Effects of Social Skills Training in Elevating Overall Academic Grade Point Average, School Attendance, Health Level, and Resistance to Drug Use and Peer Pressure.
21p. 1mf. L1 ED 265 435
Peer Relationship
Children's Peer Relationships.
3p. 1mf. L1 ED 265 936
Gender Segregation in Nursery School: Predictors and Outcomes.
21p. 1mf. L1 ED 265 968
Peer Teaching
Resident Supervisory Support for Teachers. Final Evaluation Report, E.C.I.A. Chapter 2, 1984-1985.
52p. 1mf. L1 ED 266 100
Pennsylvania
Technology and the Goals of Quality Education in Pennsylvania.
61p. 1mf. L1 ED 265 404
TELLS: Testing for Essential Learning and Literacy Skills. 1984-85 Statewide Test Results. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools.
72p. 1mf. L1 ED 266 144
TELLS: Testing for Essential Learning and Literacy Skills. Summary of Results 1984. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools.
90p. 1mf. L1 ED 266 191
Perception
More Optimism About Future Events with Relative Left Hemisphere Activation.
13p. 1mf. L1 ED 265 442
Perceptual Development
Field Articulation: A Review of the Literature.
11p. 1mf. L1 ED 265 725
Visual Hemispheric Specialization: A Computational Theory. Technical Report #7.
84p. 1mf. L1 ED 266 190
Performance Contracts
Negotiating the Curriculum. Tutors and Students. Coombe Lodge Working Paper. Information Bank Number 1968.
27p. 1mf. L1 ED 265 303
Performance Factors
Motivation and School Achievement.
45p. 1mf. L1 ED 265 938
Teacher Evaluation Study. Norming Study, Generic Competence Revision, Feedback Proposal, Cognitive Examinations, and Specialized Domains. Report for 1983-1984.
283p. 3mf. L1 ED 266 122
Permissiveness
Impact of Parental Views of the Nature of Humankind upon Child-Rearing Attitudes.
17p. 1mf. L1 ED 265 970
Persistence
Training's Benchmarks. A Statistical Sketch of Employer-Provided Training and Education: 1969-1981. Task I Report: The Impact of Public Policy on Education and Training in the Private Sector.
140p. 2mf. L1 ED 265 379
Personality
Tale of Two Learners.
43p. 1mf. L1 ED 265 957
Personality Assessment
Patterns of Interpretation and the Autobiographical Method--Some Remarks for Educators.
12p. 1mf. L1 ED 265 644
Personality Traits
Holland's Theory and Person-Environment Interactions.
18p. 1mf. L1 ED 265 478
Intellect and Intellectual Handicaps.
43p. 1mf. L1 ED 265 698
Literature for Use with Gifted Children.
24p. 1mf. L1 ED 265 721
Self Concept and Gender Role: An Open-Ended Inquiry.
16p. 1mf. L1 ED 265 484
Personnel Management
Mid-Career Plateau: A Note on Coping with Demotivated Staff. Coombe Lodge Working Paper. Information Bank Number 1706.
12p. 1mf. L1 ED 265 299
Motivation Theories and Motivation Systems. The Gulf between Theory and Practice. Coombe Lodge Working Paper. Information Bank Number 1937.
10p. 1mf. L1 ED 265 302
Personnel Policy
Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors, 1985-88.
96p. 1mf. L1 ED 265 789
Agreement between the Administration of St. John's University, New York, and the St. John's Chapter of the American Association of University Professors, 1984-1987.
60p. 1mf. L1 ED 265 790
Agreement. Central State University and the American Association of University Professors, Central State University Chapter. 1985-1988.
86p. 1mf. L1 ED 265 787
Non-Faculty Coaches in Small High Schools.
27p. 1mf. L1 ED 265 667
Professoriate: Occupation in Crisis.
396p. 5mf. L1 ED 265 816
Personnel Selection
Non-Faculty Coaches in Small High Schools.
27p. 1mf. L1 ED 265 667
Who Gets the Job? Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 315
Perspective Taking
Development of Teacher Perspectives: Final Report.
295p. 4mf. L1 ED 266 099
Persuasive Discourse
Coaching Strategies in Contest Rhetorical Criticism.
17p. 1mf. L1 ED 265 588
Competitive Atmosphere: Its Effects on Forensic Speeches.
16p. 1mf. L1 ED 265 589
Topicality 1 and Topicality 2: A Quest for True Meaning.
22p. 1mf. L1 ED 265 573
Who Should Judge CEDA Debate?
21p. 1mf. L1 ED 265 607
pH Calculation
pH Testing. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 324
Phenomenology
Can An American Do Semiotic Phenomenology?
19p. 1mf. L1 ED 265 594
Philosophy of Human Nature Instrument (Wrig
Impact of Parental Views of the Nature of Humankind upon Child-Rearing Attitudes.
17p. 1mf. L1 ED 265 970
Phoneme Grapheme Correspondence
Using Oral-Motor Cues to Develop Phonemic Awareness in Kindergarten.
14p. 1mf. L1 ED 265 517
Phonemes
Using Oral-Motor Cues to Develop Phonemic Awareness in Kindergarten.
14p. 1mf. L1 ED 265 517
Phonology
Gikuyu ni Kioigire: A First Course in Kikuyu. 1: Wirute Gikuyu.
359p. 4mf. L1 ED 265 733
Gikuyu ni Kioigire: A First Course in Kikuyu. 3: Essays, Texts, and Glossaries. Linguistic and Cultural Reference Materials.
492p. 6mf. L1 ED 265 735
Physical Disabilities
Functional Ability Rating Scale (FARS): A Community Developed, Behaviorally Based Instrument Designed to Assess a Subject's Capabilities in Seven Areas of Major Life Activity. Technical Manual.
40p. 1mf. L1 ED 266 147
Technology--A Bridge to Independence. RESNA '85. Proceedings of the Annual Conference on Rehabilitation Technology (8th, Memphis, Tennessee, June 24-28, 1985).
458p. 5mf. L2 ED 265 284
Physical Education
Computers in the Gym: Friends and Assistants.
21p. 1mf. L1 ED 265 846
Physical Education for the Handicapped.
75p. 1mf. L1 ED 265 718
Qualitative Research in the Gymnasium: Old Problems and New Responses.
23p. 1mf. L1 ED 266 115
Physical Education Teachers
Computers in the Gym: Friends and Assistants.
21p. 1mf. L1 ED 265 846
Physical Environment
Civilian Conservation Corps and the National Park Service, 1933-1942: An Administrative History.
293p. 4mf. L1 ED 266 012
National Parks: Shaping the System.
115p. 2mf. L1 ED 266 013
Physical Examinations
Teaching Doctor-Patient Interviewing in Physical Diagnosis.
45p. 1mf. L1 ED 265 574
Physical Fitness
Comparative Study on the Effects of Traditional versus Wholistic Physical Fitness Programs.
35p. 1mf. L1 ED 266 129
Physical Geography
Introducing Physical Geography: A Laboratory Sourcebook for Community Colleges.
141p. 2mf. L1 ED 265 889
Physical Health
Crime and the Hispanic Elderly.
20p. 1mf. L1 ED 265 459
Smokeless Tobacco: Attitudes and Practices in a Sample of Preservice Teachers.
16p. 1mf. L1 ED 266 135
Physical Sciences
Standard Reference Data Publications, 1964-1984. NBS Special Publication 708.
147p. 2mf. L1 ED 265 887
Physician Patient Relationship
Teaching Doctor-Patient Interviewing in Physical Diagnosis.
45p. 1mf. L1 ED 265 574
[illegible]

Planning Commissions
Presidential Initiative for the Second Term. Report of the Committee on the Next Agenda.
64p. 1mf. L2 ED 266 045
Play
Factors Influencing Parent-Toddler Affiliative Interaction: Implications for Child Care Programming.
16p. 1mf. L1 ED 265 944
Play, Language, and Stories: The Development of Children's Literate Behavior.
188p. mf. L3 ED 265 555
Young Child and Music: Contemporary Principles in Child Development and Music Education. Proceedings of the Music in Early Childhood Conference (Provo, Utah, June 28-30, 1984).
123p. 2mf. L2 ED 265 949
Plumbing
Investigation of the Curricular and Occupational Reading Demands of the Plumbing Trade.
187p. 2mf. L1 ED 265 522
Pneudraulics
Aircraft Pneudraulic Systems Mechanic (AFSC 42354).
727p. 8mf. L1 ED 265 359
Pneumatics
Aircraft Pneudraulic Systems Mechanic (AFSC 42354).
727p. 8mf. L1 ED 265 359
Poetry
Moving Windows: Evaluating the Poetry Children Write.
180p. mf. L3 ED 265 566
Poetry in the Classroom.
101p. 2mf. L2 ED 265 549
Poetry in the Schools
Moving Windows: Evaluating the Poetry Children Write.
180p. mf. L3 ED 265 566
Poets
Poetry in the Classroom.
101p. 2mf. L2 ED 265 549
Policy Analysis and Simulation System
Policy Analysis and Simulation System for Educational Institutions.
13p. 1mf. L1 ED 265 632
Policy Formation
AASCU and the Nation's Schools: An Action Program for Excellence and Opportunity in Education.
6p. 1mf. L2 ED 265 813
Attendance, Homework, Promotion and Retention: A Manual on Policy Development and Administrative Procedures.
43p. 1mf. L1 ED 265 668
Goals and Objectives of National Science Policy. Science Policy Study--Hearings Volume 1. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (February 28; March 7, 21, 28; April 4, 1985). No. 46.
228p. 3mf. L1 ED 266 028
Planning for Quality and Efficiency in Higher Education.
19p. 1mf. L1 ED 265 757
Science in the Political Process. Science Policy Study--Hearings Volume 8. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 25, 26, 1985). No. 47.
181p. 2mf. L1 ED 266 030
Teacher Supply Pipeline: The View from Four States.
18p. 1mf. L1 ED 266 118
Use of Mental Health Standards in Child and Adolescent Programs: What Factors Influence Policy Development and Implementation?
31p. 1mf. L1 ED 265 440
Political Influences
Use of Mental Health Standards in Child and Adolescent Programs: What Factors Influence Policy Development and Implementation?
31p. 1mf. L1 ED 265 440
Political Issues
Science in the Political Process. Science Policy Study--Hearings Volume 8. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 25, 26, 1985). No. 47.
181p. 2mf. L1 ED 266 030
Politics
Science in the Political Process. Science Policy Study--Hearings Volume 8. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 25, 26, 1985). No. 47.
181p. 2mf. L1 ED 266 030
Politics of Education
Disguising the Issues in Education.
7p. 1mf. L1 ED 265 527
Federal Role in Education. An NEA Policy Paper. Revised Edition.
32p. 1mf. L1 ED 265 651
Polyester
Prediction of the Long Term Stability of Polyester-Based Recording Media. First Annual Report, June 1982; Second Annual Report, August 1983; Progress Report, December 1984.
131p. 2mf. L1 ED 265 835
Population Distribution
Population Analyses, Change and Education: Selected Resources on Population Trends, Planning and Policy, and Education. Population Dynamics for Colorado Educators.
187p. 2mf. L1 ED 266 066
Population Education
Courses on Population and Development: Aspects of Technical Co-operation.
61p. 1mf. L2 ED 266 048
Teacher's Study Guide on the Biology of Human Populations: Asia.
430p. 5mf. L2 ED 266 038
Population Growth
Population Analyses, Change and Education: Selected Resources on Population Trends, Planning and Policy, and Education. Population Dynamics for Colorado Educators.
187p. 2mf. L1 ED 266 066
Population Trends
Population Analyses, Change and Education: Selected Resources on Population Trends, Planning and Policy, and Education. Population Dynamics for Colorado Educators.
187p. 2mf. L1 ED 266 066
Population Profile of the United States 1983/84.
55p. 1mf. L1 ED 266 222
Portable Assisted Study Sequence Program
Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
70p. 1mf. L1 ED 266 004
Portland School District OR
ECIA, Chapter 1 Early Childhood Education Program in the Portland Public Schools. 1984-85 Evaluation Report.
41p. 1mf. L1 ED 266 163
Examples of Item Banks to Support Local Test Development: Two Case Studies With Reactions.
75p. 1mf. L1 ED 266 168
Postsecondary Education
Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume II: Appendices.
174p. 2mf. L1 ED 265 899
Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume I.
177p. 2mf. L1 ED 265 898
Educational Quality and Accreditation. A Call for Diversity, Continuity and Innovation.
16p. 1mf. L2 ED 265 807
Provision of Post-Secondary Education and Vocational Training in the Province of Alberta, Canada. Coombe Lodge Working Paper. Information Bank Number 2034.
36p. 1mf. L1 ED 265 306
Statewide Plan for Postsecondary Education in New Mexico: 1983-1987.
92p. 1mf. L1 ED 265 755
Postsecondary Education as a Field of Study
Research in Higher Education: A Guide to Source Bibliographies. Second Edition.
133p. mf. L3 ED 265 793
Potential Dropouts
Keeping Students in School: Dropout Data, Research, and Programs.
61p. 1mf. L1 ED 265 430
Poverty
Barriers to Self-Sufficiency for Single Female Heads of Families. Hearings before a Subcommittee of the Committee on Government Operations, House of Representatives, Ninety-Ninth Congress, First Session (July 9-10, 1985).
827p. 9mf. L1 ED 266 228
Dropout and Functional Illiteracy Rates in Central Appalachia. Appalachian Data Bank Report #1.
16p. 1mf. L1 ED 265 997
Persons of Spanish Origin in the United States: March 1985 (Advance Report).
8p. 1mf. L1 ED 266 224
Reducing Poverty among Children.
189p. 2mf. L1 ED 266 219
Poverty Programs
Compilation of the Domestic Volunteer Service Act of 1973 as Amended through September 30, 1985. Prepared for Use by the Committee on Education and Labor, U.S. House of Representatives. 99th Congress, 2d Session.
38p. 1mf. L1 ED 265 390
Power Technology
Aircraft Pneudraulic Systems Mechanic (AFSC 42354).
727p. 8mf. L1 ED 265 359
Applied Industrial Electronics: Power Control and Electronic Troubleshooting.
519p. 6mf. L2 ED 265 [illegible]
Turboprop Propulsion Mechanic.
[illegible] L1 ED [illegible]
Practicums
Alternative Methods to Practicum Grading.
8p. 1mf. L1 ED [illegible]
Prediction
[illegible] Use of Explanation and Counterexplanation in a Judgment Task.
16p. 1mf. L1 ED [illegible]
Creativity and Self-Concepts in First Grade [illegible]
[illegible] 1mf. L1 ED [illegible]
Predictive Models
Support System of the Hispanic Elderly and the Use of Formal Social Services.
25p. 1mf. L2 ED 265 981
Predictive Validity
Measures of Word Frequency as Predictors of English Root Word Knowledge.
17p. 1mf. L1 ED 265 516
Pregnancy
Selected Programs in Other States Relating to Adolescent Pregnancy Prevention. Wisconsin Legislative Council Staff Information Memorandum 85-3.
20p. 1mf. L1 ED 265 466
Prenatal Care
MCH-IFU: Infant Follow-Up Services Offered by the Tennessee Department of Health and Environment.
19p. 1mf. L1 ED 265 944
Prereading Skills
Deaf Children's Acquisition of Prereading Skills Using the Reciprocal Teaching Procedure. Technical Report No. [illegible]
27p. 1mf. L1 ED 265 523
Prerelease Programs
Educational Training in a Pre-Release Correctional Center/A Collaborative Model.
14p. 1mf. L1 ED 265 [illegible]
Preretirement Education
Needs of Older Employees and Retirees: Task Force Results of the Corporate Volunteerism Council of Minneapolis and St. Paul, Minnesota.
[illegible] 1mf. L1 ED [illegible]
Preschool Children
Alternative Assessment Techniques for High Risk Preschoolers.
[illegible]
Child Care in the Public Schools: Incubator for Inequality?
[illegible]
Children, Get a Headstart on the Road to Good Nutrition.
[illegible]
Effect of Response Widening and Response Narrowing on IQ and Problem Solving.
13p. 1mf. L1 ED 265 976
Gender Segregation in Nursery School: Predictors and Outcomes.
[illegible] 1mf. L1 ED 265 [illegible]
Influence of Television on Children's Attentional Abilities.
12p. 1mf. L1 ED 265 933
Make More Time for Laughter in a Preschool Setting.
100p. 2mf. L1 ED 265 971
Play, Language, and Stories: The Development of Children's Literate Behavior.
188p. mf. L3 ED 265 555
Studies of Day Care Center Climate and Its Effect on Children's Social and Emotional Behavior.
15p. 1mf. L1 ED 265 934
Transition Time: Make It a Learning Time.
14p. 1mf. L1 ED 265 943
Preschool Curriculum
Children, Get a Headstart on the Road to Good Nutrition.
[illegible] 8mf. L1 ED 265 950
Preschool Education
How to Evaluate Your ECE Program (1984).
[illegible] 1mf. L1 ED 265 [illegible]
Is Your District Considering a Preschool Special Education Program?
10p. 1mf. L1 ED [illegible]
Preschool Attendance and Type of Experience in Advantaged Children: Long-Term Effects to Third Grade.
20p. 1mf. L1 ED [illegible]
Preschool Evaluation
ECIA, Chapter 1 Early Childhood Education Program in the Portland Public Schools. 1984-85 Evaluation Report.
41p. 1mf. L1 ED 266 163
Preschool Teachers
Nature of Professions: Where Is Early Childhood Education?
38p. 1mf. L1 ED 265 948
Preservation
Africatown, U.S.A. Some Aspects of Folklife and Material Culture of an Historic Landscape.
38p. 1mf. L1 ED 266 217
Paper Preservation: Nature, Extent, & Recommendations. Occasional Papers, Number 171.
79p. 1mf. L2 ED 265 877
Prediction of the Long Term Stability of Polyester-Based Recording Media. First Annual Report, June 1982; Second Annual Report, August 1983; Progress Report, December 1984.
131p. 2mf. L1 ED 265 835
Preservation and Restoration of Paper Records and Books: A RAMP Study with Guidelines.
121p. 2mf. L2 ED 265 878
Preservation of the Biomedical Literature: A Plan for the National Library of Medicine.
130p. 2mf. L2 ED 265 879
Simple Workstation for the Conservation of Library Materials.
12p. 1mf. L1 ED 265 866
Preservice Teacher Education
Are We Really Teaching Occupational Analysis?
28p. 1mf. L1 ED 265 393
Challenge of Reform in Teacher Education: An Historical Perspective of Program Changes in Teacher Education at the University of South Carolina, [illegible]
[illegible] 1mf. L1 ED 266 [illegible]
Improving Enrollments in Business Teacher Education Programs.
[illegible] 1mf. L1 ED 265 [illegible]
Information from Special Education Teachers for Improvement in Teacher Education Programs.
23p. 1mf. L1 ED 266 116
Quality Assessments of Prospective Teachers: [illegible] College Reading and Learning Assistance Technical Report [illegible]
40p. 1mf. L1 ED 266 133
Recent Changes in Teacher Education Programs. Higher Education Panel Report Number 67.
44p. 1mf. L1 ED 266 126
Reflective Thinking as a Basis for Teacher Education.
14p. 1mf. L1 ED 266 102
Remedial Math at the College Level: A Pilot Study.
10p. 1mf. L1 ED 266 022
Requirements for Preparing Regular Class Elementary Teachers for Education of Exceptional Children.
14p. 1mf. L1 ED 265 674
Study of Scientific Conceptions and Attitudes Toward Science of Prospective Elementary Teachers: A Research Report.
21p. 1mf. L1 ED 266 024
Teacher Education as a Moral Enterprise: Using the Humanities to Affect the Preparation of Teachers. A Special Initiatives Proposal to Improve the Preparation of Teachers.
22p. 1mf. L1 ED 266 125
Training of Science Teachers and Teacher Educators. Report of a Technical Working Group (Quezon City, Philippines, July 17-27, 1984).
78p. 1mf. L2 ED 266 017
Prevention
Action Plan for Children: New Jersey. Recommendations of the Governor's Committee on Children's Services Planning.
186p. 2mf. L1 ED 265 930
Federal Role in Addressing the Tragedy of Youth Suicide. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on Adequacy of Current Federal Research and Prevention Efforts and the Role of the Office of Juvenile Justice and Delinquency Prevention in Youth Suicides.
106p. 2mf. L1 ED 265 485
Fire. Youth Training Scheme. Core Exemplar Work Based Project.
18p. 1mf. L1 ED 265 345
Preventing Abuse in Family Foster Care. Instructor's Manual.
299p. 4mf. L2 ED 265 940
Prevention of Alcohol Abuse in American Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session.
205p. 3mf. L2 ED 265 472
Selected Programs in Other States Relating to Adolescent Pregnancy Prevention. Wisconsin Legislative Council Staff Information Memorandum 85-3.
20p. 1mf. L1 ED 265 466
Suicide: Theory, Identification, and Counseling Strategies. Searchlight Plus: Relevant Resources in High Interest Areas.
162p. 2mf. L1 ED 265 464
Primary Education
Efforts in Universalization of Primary Education: The Case of Bangladesh. Occasional Papers Series, Number 12.
78p. 1mf. L2 ED 266 072
Implementation of a Program of Prosocial Behavior in an Inner City Kindergarten Classroom.
58p. 1mf. L1 ED 265 973
Principals
Leadership in Reading Instruction.
19p. 1mf. L1 ED 265 497
Minimum Computer Knowledge for Elementary Principals.
16p. 1mf. L1 ED 265 616
Those Who Would Be Catholic School Principals: Their Recruitment, Preparation, and Evaluation.
40p. 1mf. L1 ED 265 658
Print Awareness
Making of a Reader. Language and Learning for Human Service Professions Monograph Series.
277p. mf. L3 ED 265 507
Printed Circuit Boards
Printed Circuitboard: Design and Production. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 335
Prior Learning
Effects of High and Low Relevant Text Underlining on Test Performance.
20p. 1mf. L1 ED 265 520
Group Story Mapping: A Comprehension Strategy for Both Skilled and Unskilled Readers. Technical Report No. 363.
36p. 1mf. L1 ED 265 525
Testing a Test: The Effect of Prior Knowledge on a Standardized Test.
64p. 1mf. L1 ED 265 498
Private Agencies
Directory of Programs Serving Children and Adults with Autism. Fifth Edition--1985.
28p. 1mf. L2 ED 265 690
Private Colleges
Aggreement between Fairleigh Dickinson University and Fairleigh Dickinson University Council of American Association of University Professors Chapters. November 5, 1984-August 21, 1986.
189p. 2mf. L1 ED 265 788
Agreement between the Administration of St. John's University, New York, and the St. John's Chapter of the American Association of University Professors, 1984-1987.
60p. 1mf. L1 ED 265 790
Trusteeship in the Private College.
180p. mf. L3 ED 265 769
Private Education
Impact of Private, Nonpublic Education on the Field of Industrial Teacher Education.
12p. 1mf. L1 ED 265 354
Problems with the Administration's Voucher Proposal for Chapter 1. Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. Committee Print.
17p. 1mf. L1 ED 266 229
Private School Aid
Supreme Court on Special Education: An Update.
9p. 1mf. L2 ED 265 723
Private Sector
Training's Policies: Public and Private Reinforcement for the American Economy. Final Report. The Impact of Public Policy on Education and Training in the Private Sector.
91p. 1mf. L1 ED 265 377
Training's Practices: Education and Training within the American Firm.
246p. 3mf. L1 ED 265 378
Problem Solving
Counselling Model for Managers in Further and Higher Education. Coombe Lodge Working Paper. Information Bank Number 1737.
9p. 1mf. L1 ED 265 486
Creative Conflict Solving for Kids, Grades 4-9. Second Edition.
80p. 1mf. L2 ED 266 053
Effect of Response Widening and Response Narrowing on IQ and Problem Solving.
13p. 1mf. L1 ED 265 976
How Do I Get There? Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 308
Implementation of Strategies to Improve the Creative Behaviors of Prospective Preschool Teachers.
82p. 1mf. L1 ED 265 972
Kindergarten Reading: A Proposal for a Problem-Solving Approach. Technical Report No. 345.
38p. 1mf. L1 ED 265 492
Meaning of School Accounts: A Self-Instructional Text. 4th Edition.
119p. 2mf. L1 ED 265 622
Mental Representation and Problem Solving in Work-Study Students.
16p. 1mf. L1 ED 265 451
Planning for Quality and Efficiency in Higher Education.
19p. 1mf. L1 ED 265 757
Recent Research on Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
3p. 1mf. L1 ED 266 019
Skills for Solving Word Problems: Testing and Teaching Them. A Progress Report of a Project Being Conducted at South Dakota State University.
27p. 1mf. L1 ED 266 025
Studying Parental Decision Making with Micro-Computers: The CPSI Technique.
15p. 1mf. L1 ED 266 184
Verbal Math Problem Solving: What the Research on Instruction Tells Us.
39p. 1mf. L1 ED 265 719
Production Techniques
Teaching Production Courses: A Survey of Course Content and Structure.
12p. 1mf. L1 ED 265 593
Very Large Scale Integration (VLSI).
14p. 1mf. L1 ED 265 841
Professional Continuing Education
Assessment of Need for Administrative Development on a University Campus: A Report.
37p. 1mf. L1 ED 265 764
Continuing Education and Cultural Activities of the University of British Columbia, 1984-1985. A Report to the President, the Senate, and the Board of Governors.
61p. 1mf. L1 ED 265 766
Expanding Professional Horizons: Increasing Professional Opportunities.
12p. 1mf. L1 ED 265 383
Professional Development
Complex Challenge of Professional Development: Current Trends and Future Opportunities.
41p. 1mf. L1 ED 265 911
Expanding Professional Horizons: Increasing Professional Opportunities.
12p. 1mf. L1 ED 265 383
Four Dimensions of Staff Development Activities as Related to Part-Time Community College Instructors' Needs, Awareness, and Levels of Participation.
64p. 1mf. L1 ED 265 890
Networking: A Case Study and Developmental Model.
79p. 1mf. L1 ED 265 876
Professional Education
Educators in the Professions.
24p. 1mf. L1 ED 265 618
Master's Degree in Transition.
6p. 1mf. L1 ED 265 799
Professional Schools in the American University. Comparative Higher Education Research Group. Working Paper #6.
48p. 1mf. L1 ED 265 795
Professional Recognition
Nature of Professions: Where Is Early Childhood Education?
38p. 1mf. L1 ED 265 948
Professionalism
Nature of Professions: Where Is Early Childhood Education?
38p. 1mf. L1 ED 265 948
Program Administration
Documenting Evaluation Use: Guided Evaluation Decisionmaking. Evaluation Productivity Project.
81p. 1mf. L1 ED 266 154
Priority of Continuing Education Courses: Rigor or Marketing.
8p. 1mf. L1 ED 265 290
Vocational Education as an Innovation in the Republic of China--Computerization of School Administration.
28p. 1mf. L1 ED 265 402
Vocational Training in the USSR. Coombe Lodge Working Paper. Information Bank Number 2023.
36p. 1mf. L1 ED 265 305
Program Attitudes
Evaluation of Extension In-Service Education: Ritual or Precursor of Program Excellence?
13p. 1mf. L1 ED 266 149
Follow-up Study of Selected Graduates from the College of Education, University of Central Florida: A Preliminary Report (#85-1).
31p. 1mf. L2 ED 266 087
Information from Special Education Teachers for Improvement in Teacher Education Programs.
23p. 1mf. L1 ED 266 116
Program Content
International Cooperation in Science. Science Policy Study--Hearings Volume 7. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 18, 19, 20, 27, 1985). No. 50.
1147p. 12mf. L1 ED 266 035
Technology and the Goals of Quality Education in Pennsylvania.
61p. 1mf. L1 ED 265 404
University of Texas at El Paso Writing Assessment, Fall 1983: A Report.
173p. 2mf. L1 ED 265 533
Vocational Training in the USSR. Coombe Lodge Working Paper. Information Bank Number 2023.
36p. 1mf. L1 ED 265 305
Program Costs
Campus Telephone Systems: Managing Change.
130p. 2mf. L2 ED 265 794
Program Descriptions
Educational Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices. Twelfth Edition.
351p. 4mf. L2 ED 266 134
Racially Integrating College-Preparatory Math Classes--An Evaluation of a University-High School Partnership.
29p. 1mf. L1 ED 266 032
Rise and Fall of the Social Science Curriculum Project in Iceland, 1974-84: Reflections on Reason and Power in Educational Progress.
61p. 1mf. L1 ED 266 083
Program Development
Alternative Education Programs for Disruptive Students.
55p. 1mf. L1 ED 265 655
Architecture as a Metaphor for Development of Culturally Adapted Minority Education Programs. Final Report of the Regional Study Award Project.
12p. 1mf. L1 ED 266 176
Business Incubator Development in Rural Areas.
17p. 1mf. L1 ED 265 983
Child Care: Exploring Private and Public Sector Approaches. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session (Irving, TX).
179p. 2mf. L1 ED 265 922
Clinical Teacher Education Guidelines. Report No. 9071.
371p. 4mf. L1 ED 266 093
Creation of an Alternative High School in the West Fargo School District--An Analysis.
36p. 1mf. L1 ED 265 291
Education in Correctional Settings. A Guide for Developing Quality Vocational and Adult Basic Education Programs.
126p. 2mf. L1 ED 265 412
Education of Behavior Disordered Students. Report of the West Virginia Task Force.
471p. 5mf. L1 ED 265 696
Educational Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices. Twelfth Edition.
351p. 4mf. L2 ED 266 134
Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students.
88p. 1mf. L1 ED 266 006
Establishing a Primary Level School of Spanish.
19p. 1mf. L1 ED 265 742
Group Care/Adoption Practice Manual: Guidelines for Adoptive Planning for Children in Group Care.
142p. 2mf. L2 ED 265 923
Implementing Computer Integrated Manufacturing Technician Program.
14p. 1mf. L1 ED 265 394
Integration of the Handicapped in Secondary Schools: Five Case Studies. The Education of the Handicapped Adolescent, III.
170p. 2mf. L2 ED 265 714
Make More Time for Laughter in a Preschool Setting.
100p. 2mf. L1 ED 265 971
Microcomputer Troubleshooting Training.
17p. 1mf. L1 ED 265 396
Redesigning and Expanding the Lower School Parent Volunteer Program to Increase Participation and Participant Satisfaction.
177p. 2mf. L1 ED 265 924
Research Based Program Development Model for Exceptional Learners.
29p. 1mf. L1 ED 265 673
Robotics/Automated Systems Technicians.
9p. 1mf. L1 ED 265 398
Staff Development: From the Bilingual Schoolroom to Beyond the Walls of the University.
29p. 1mf. L1 ED 265 736
Teacher Evaluation Project. The Beginning Teacher Program, Intellectual Skills Development, Validity Studies of the Evaluation System, Special Instrument Development. Report for 1984-1985.
247p. 3mf. L1 ED 266 120
Training of Science Teachers and Teacher Educators. Report of a Technical Working Group (Quezon City, Philippines, July 17-27, 1984).
78p. 1mf. L2 ED 266 017
Program Directors (Broadcast)
Personnel Characteristics, Job Satisfaction, and Organizational Styles of Television Program Directors Over Market Ranks and Station Sizes.
33p. 1mf. L1 ED 265 579
Program Effectiveness
"Better Camping for All" through Research. Proceedings of the Annual Meeting of the Camping Research Section of the American Camping Association (Atlanta, Georgia, March 13, 1985).
20p. 1mf. L1 ED 265 978
Arkansas Capacity Building Dissemination Project. Final Report.
125p. 2mf. L1 ED 265 670
Delinquency Prevention in South Chicago. A Fifty-Year Assessment of the Chicago Area Project.
55p. 1mf. L2 ED 266 195
Diagnostic and Prescriptive Skills of Teachers and Related Specialists.
26p. 1mf. L1 ED 265 502
Dissemination Capacity Building Project. Final Report.
59p. 1mf. L1 ED 265 669
English Reading Skills of Kindergarten and Grade One French Immersion Students and Response.
61p. 1mf. L2 ED 265 531
Evaluation of the San Joaquin Delta College Basic Skills Program, Spring 1985.
76p. 1mf. L1 ED 265 894
Formative Evaluation of the Computer-Assisted Learning Pilot Project in Canadian Federal Penitentiary Schools. August 1983-March 1984.
88p. 1mf. L1 ED 265 387
Grover Cleveland High School Project CAUSA 1983-1984. O.E.A. Evaluation Report.
70p. 1mf. L1 ED 266 226
Impact of Private, Nonpublic Education on the Field of Industrial Teacher Education.
12p. 1mf. L1 ED 265 354
Maine Dissemination Capacity Building Project: The Information Exchange. Final Report.
39p. 1mf. L1 ED 265 662
Study of Academic Progress by Students at Harper after Enrolling in Developmental Courses, Volume 14, No. 9.
36p. 1mf. L1 ED 265 914
Tennessee Dissemination Capacity Building Project. Final Report.
69p. 1mf. L1 ED 265 671
University of Texas at El Paso Writing Assessment, Fall 1983: A Report.
173p. 2mf. L1 ED 265 533
Using Cost-Benefit Analysis to Determine Profitability of Secondary Vocational Programs.
23p. 1mf. L1 ED 265 384
Program Evaluation
"Better Camping for All" through Research. Proceedings of the Annual Meeting of the Camping Research Section of the American Camping Association (Atlanta, Georgia, March 13, 1985).
20p. 1mf. L1 ED 265 978
Community Options Program: An Evaluation of Program Operations during 1982 and 1983.
209p. 3mf. L1 ED 265 454
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Structure and Operation of Dispositional Hearings in Selected States. Volume II.
339p. 4mf. L1 ED 265 964
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Draft: Legal Issues and State Statutory Survey. Volume III.
256p. 3mf. L1 ED 265 965
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. National Survey. Volume I.
298p. 4mf. L1 ED 265 963
Comprehensive and Educative Approach to Program Evaluation.
11p. 1mf. L1 ED 266 193
(Continued)

Program Evaluation *(Continued)*

Documenting Evaluation Use: Guided Evaluation Decisionmaking. Evaluation Productivity Project.
81p. 1mf. L1 ED 266 154
Evaluation of Experimental Concentration of Studies in Upper Secondary School.
14p. 1mf. L1 ED 266 023
Evaluation of Extension In-Service Education: Ritual or Precursor of Program Excellence?
13p. 1mf. L1 ED 266 149
Evaluation of Guidance Services in Scarborough Schools. Internal Evaluation Report No. 6.
310p. 4mf. L1 ED 265 462
Follow-up Study of Selected Graduates from the College of Education, University of Central Florida: A Preliminary Report (#85-1).
31p. 1mf. L2 ED 266 087
Guide for Meeting Credit and Sequence Requirements in the New York Regents' Action Plan through Supervised Occupational Experience Programs. Bridging the Gap between School and the Workplace.
31p. 1mf. L1 ED 265 399
How to Evaluate your ECS Program (1984).
36p. 1mf. L1 ED 265 961
Improvement of Occupational Education in Maryland. A Progress Report, Fiscal Year 1985.
23p. 1mf. L1 ED 265 900
Improving Basic Skills in Reading and Mathematics. Final Evaluation Report 1984-1985.
114p. 2mf. L1 ED 266 097
Interactive Evaluation of Educational Programs Serving Students with Severe Disabilities.
16p. 1mf. L1 ED 265 694
Long Term Effects of Social Skills Training in Elevating Overall Academic Grade Point Average, School Attendance, Health Level, and Resistance to Drug Use and Peer Pressure.
21p. 1mf. L1 ED 265 435
Process for Designing and Implementing a Dual Purpose Evaluation System. CSE Resource Paper No. 7.
40p. 1mf. L1 ED 266 173
Program Assessment--A Canadian Example. The British Columbia Institute of Technology. Coombe Lodge Working Paper. Information Bank Number 1720.
115p. 2mf. L1 ED 265 300
Teacher Center Program. Final Evaluation Report 1984-1985.
85p. 1mf. L1 ED 266 096
University of Texas at El Paso Writing Assessment, Fall 1983: A Report.
173p. 2mf. L1 ED 265 533

Program Guides

Principals Guide to Instructional Television in the Classroom.
59p. 1mf. L2 ED 265 836
Transitional Bilingual Program Guidelines. Revised.
20p. 1mf. L2 ED 266 196

Program Implementation

Alternative Education Programs for Disruptive Students.
55p. 1mf. L1 ED 265 655
Career Education Program for Exceptional Students: An Implementation Guide.
128p. 2mf. L1 ED 265 352
Community Options Program: An Evaluation of Early Implementation Experience.
300p. 4mf. L1 ED 265 453
Delinquency Prevention in South Chicago. A Fifty-Year Assessment of the Chicago Area Project.
55p. 1mf. L2 ED 266 195
Development of Education in Fairford: A Community Manual.
58p. 1mf. L1 ED 266 003
Evaluating Administrative Components of Program Implementation in the Adaptive Learning Environments Model.
59p. 1mf. L1 ED 266 148
Guide for Meeting Credit and Sequence Requirements in the New York Regents' Action Plan through Supervised Occupational Experience Programs. Bridging the Gap between School and the Workplace.
31p. 1mf. L1 ED 265 399
Implementing Microcomputers in Academic Departments: Changing the Face of Academic and Administrative Life at the University of California, Santa Barbara.
12p. 1mf. L1 ED 265 767
Implementing Technology Education in America's Schools.
13p. 1mf. L1 ED 265 380
Job Placement Guide. A Basic Approach to School-Based Job Placement Programs. Third Edition.
144p. 2mf. L1 ED 265 363
Montana Cooperative Education Handbook.
137p. 2mf. L1 ED 265 370
Preservation and Restoration of Paper Records and Books: A RAMP Study with Guidelines.
121p. 2mf. L2 ED 265 878
Problems of Applying Communication/Behavior Theories to a Program of Smoking Reduction.
22p. 1mf. L1 ED 265 582

Program Improvement

Guide for Meeting Credit and Sequence Requirements in the New York Regents' Action Plan through Supervised Occupational Experience Programs. Bridging the Gap between School and the Workplace.
31p. 1mf. L1 ED 265 399
Implementation of Strategies to Improve the Creative Behaviors of Prospective Preschool Teachers.
82p. 1mf. L1 ED 265 972
Improving Science Teacher Education Programs through Inclusion of Research on Classroom Psychosocial Environment.
42p. 1mf. L1 ED 266 011
Redesigning and Expanding the Lower School Parent Volunteer Program to Increase Participation and Participant Satisfaction.
177p. 2mf. L1 ED 265 924
Research and the Improvement of Teaching: The Professor as the Problem.
58p. 1mf. L1 ED 266 114

Program Length

Challenge of Reform in Teacher Education: An Historical Perspective of Program Changes in Teacher Education at the University of South Carolina, 1982-84.
16p. 1mf. L1 ED 266 106

Programed Instructional Materials

Meaning of School Accounts: A Self-Instructional Text. 4th Edition.
119p. 2mf. L1 ED 265 622

Programing (Broadcast)

Differences in Perception and Appreciation of "Goodbye, Farewell, and Amen" as a Function of Viewing Context.
17p. 1mf. L1 ED 265 578
Parent-Child Communication about Television: A View from the Parent's Perspective.
27p. 1mf. L1 ED 265 840

Programing Languages

One Key LOGO and Hands-On Activity Cards.
121p. 2mf. L2 ED 265 833

Programs

Alternative Education Programs for Disruptive Students.
55p. 1mf. L1 ED 265 655

Project Head Start

Children, Get a Headstart on the Road to Good Nutrition.
728p. 8mf. L1 ED 265 950

Project STAR

Long Term Effects of Social Skills Training in Elevating Overall Academic Grade Point Average, School Attendance, Health Level, and Resistance to Drug Use and Peer Pressure.
21p. 1mf. L1 ED 265 435

Pronunciation

Sensitive Period Hypothesis: A Review of Literature Regarding Acquisition of a Native-Like Pronunciation in a Second Language.
20p. 1mf. L1 ED 265 745

Proposal Writing

College-Based Research and Services Unit: One Face of Research Consulting in Universities.
12p. 1mf. L1 ED 265 815

Prosocial Behavior

Implementation of a Program of Prosocial Behavior in an Inner City Kindergarten Classroom.
58p. 1mf. L1 ED 265 973

Protocol Analysis

Protocols, Retrospective Reports, and the Stream of Consciousness. CDC Technical Report No. 8.
22p. 1mf. L1 ED 265 532
Redesigning and Testing a Work Order Form. CDC Technical Report No. 28.
38p. 1mf. L1 ED 265 564

Psychiatrists

Is the Authoritarian Trait in Mental Health Workers a Significant Predictor Variable of Patient Assault?
69p. 1mf. L2 ED 265 460
Survey of the Public Perception of Psychology, Psychologists, and Psychiatrists.
14p. 1mf. L1 ED 265 428

Psychoeducational Methods

Counseling Students through Their Individual Learning Styles.
140p. 2mf. L1 ED 265 452

Psychological Anthropology

Psychological Anthropology: A Modular Approach. Cultural Anthropology.
16p. 1mf. L2 ED 265 916

Psychological Influences

Early Childhood Educator's Knowledge Base: A Reconsideration.
23p. 1mf. L1 ED 265 974

Psychological Needs

Southeast Asian Mental Health: Treatment, Prevention, Services, Training and Research.
667p. 6mf. L1 ED 266 199
Strategies for Serving Deaf-Blind Clients. Institute on Rehabilitation Issues [illegible].
[illegible] 2mf. L1 ED 266 [illegible]

Psychological Patterns

Intra-Personal Skills: A Conceptual Model. Intra-Personal Skills Series. Coombe Lodge Working Paper. Information Bank Number [illegible].
8p. 1mf. L1 ED 265 [illegible]

Psychological Services

Southeast Asian Mental Health: Treatment, Prevention, Services, Training and Research.
667p. 6mf. L1 ED 266 199

Psychological Studies

Early Childhood Educator's Knowledge Base: A Reconsideration.
23p. 1mf. L1 ED 265 974

Psychologists

Clinicians' Use of Explanation and Counterexplanation in a Judgment Task.
16p. 1mf. L1 ED 265 434
On Gender Roles and Perception of Maladjustment.
22p. 1mf. L1 ED 265 482
Survey of the Public Perception of Psychology, Psychologists, and Psychiatrists.
14p. 1mf. L1 ED 265 428

Psychology

General Psychology: Too Much to Give Away.
12p. 1mf. L1 ED 265 773
Psychological Anthropology: A Modular Approach. Cultural Anthropology.
16p. 1mf. L2 ED 265 916
What Have We Learned from Instructional Technology?
13p. 1mf. L1 ED 266 [illegible]

Psychomotor Skills

Effects of Augmented Verbal Information Feedback in the Motor Skill Learning of Totally Blind Subjects Fourteen to Twenty-one Years of Age.
16p. 1mf. L1 ED 266 [illegible]

Psychophysiology

Psychological Anthropology: A Modular Approach. Cultural Anthropology.
16p. 1mf. L2 ED 265 916

Public Agencies

Migrant Services in South Carolina.
[illegible] 1mf. L1 ED 265 [illegible]

Public Colleges

Profiles of Enrollments and Origin of Students at Washington Public Four-Year Institutions of Higher Education for Fall Term 1983.
[illegible] 1mf. L1 ED 265 [illegible]
Rank-Order Distribution of Administrative Salaries Paid, 1985-86. Nineteenth Annual Report.
[illegible] 2mf. L1 ED 265 [illegible]
Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
95p. 1mf. L1 ED 265 798

Public Education

Cultural Context for Japanese Education.
6p. 1mf. L1 ED 266 049

Public Health Legislation

Comprehensive Smokeless Tobacco and Health Education Act of 1985. United States Senate, Ninety-Ninth Congress, First Session. Report to Accompany S.1574.
21p. 1mf. L1 ED 265 461
Crisis in Health Care: The Missouri Experience. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (Jefferson City, MO).
57p. 1mf. L1 ED 265 471
National Health Service Corps Amendments of 1985. Report to Accompany S. 1285. Ninety-Ninth Congress, First Session.
34p. 1mf. L1 ED 265 464

Public Housing

Characteristics of Households and Persons Receiving Selected Noncash Benefits: 1984.
118p. 2mf. L1 ED 266 221

Public Libraries

Continuing Education for the Personnel of Small Public Libraries: [illegible] Iowa State University Library Series in Continuing Education, No. 6.
20p. 1mf. L1 ED 265 885
New Directions in Library and Information Science Education. Final Report. Volume 2.2: Public Librarian Competencies.
222p. 3mf. L1 ED 265 855
Report from the States, 1985. White House Conference on Library and Information Services Task Force 6th Annual Report.
68p. 1mf. L1 ED 265 884

Public Opinion

Neighborhood Newspapers and Neighborhood Leaders: Influences on Agenda Setting and Definitions of Issues.
41p. 1mf. L1 ED 265 570
Public Attitudes toward Education Spending: The Role of Attentiveness to Local Schools.
18p. 1mf. L1 ED 265 657
Risk Assessment: An Examination of Assumptions.
22p. 1mf. L1 ED 266 059
Science Indicators: The 1985 Report.
333p. 4mf. L1 ED 266 043
Survey of the Public Perception of Psychology, Psychologists, and Psychiatrists.
14p. 1mf. L1 ED 265 428

Public Policy

Alternatives to Animal Use in Research, Testing, and Education. Summary.
60p. 1mf. L1 ED 266 020
Child Care: Exploring Private and Public Sector Approaches. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session (Irving, TX).
179p. 2mf. L1 ED 265 922
Compilation of the Domestic Volunteer Service Act of 1973 as Amended through September 30, 1985. Prepared for Use by the Committee on Education and Labor, U.S. House of Representatives, 99th Congress, 1st Session.
[illegible] 1mf. L1 ED 265 [illegible]
Education, Technology and Public Policy.
[illegible] 1mf. L1 ED 265 [illegible]
Far, Far To Go: Public Spending for Children and Youth in Texas. Special Project Report.
71p. 1mf. L2 ED 266 211
Improving Child Care Services: What Can Be Done? Hearings before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session. (September 5, 6, 1984).
953p. 10mf. L1 ED 265 921
Mental Retardation: Topics of Today--Issues of Tomorrow.
119p. 2mf. L2 ED 265 687
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Cedar Rapids, IA).
107p. 2mf. L1 ED 265 770
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Urbana, IL).
209p. 3mf. L1 ED 265 771
Presidential Initiative for the Second Term. Report of the Committee on the Next Agenda.
64p. 1mf. L2 ED 266 045
Relationship of Budget Policy to Unemployment. Hearing before the Task force on Economic Policy and the Task Force on Human Resources of the Committee on the Budget, House of Representatives, Ninety-Ninth Congress, First Session (November 20, 1985).
82p. 1mf. L1 ED 266 230
Risk Assessment: An Examination of Assumptions.
22p. 1mf. L1 ED 266 059
Statewide Plan for Postsecondary Education in New Mexico: 1983-1987.
92p. 1mf. L1 ED 265 755
Training's Policies: Public and Private Reinforcement for the American Economy. Final Report. The Impact of Public Policy on Education and Training in the Private Sector.
91p. 1mf. L1 ED 265 377
Worker Dislocation: A Policy Study and Selected References on Worker Dislocation and the Unemployment Process. An Annotated Bibliography.
133p. 2mf. L1 ED 265 386

Public Schools

AASCU and the Nation's Schools: An Action Program for Excellence and Opportunity in Education.
6p. 1mf. L2 ED 265 813
Child Care in the Public Schools: Incubator for Inequality?
35p. 1mf. L2 ED 265 969
Investigation of the Factors Associated with Effective Public High Schools.
29p. 1mf. L1 ED 265 633

Public Service

Higher Education and the American Resurgence. A Carnegie Foundation Special Report.
282p. 3mf. L2 ED 265 759

Public Speaking

Competitive Atmosphere: Its Effects on Forensic Speeches.
16p. 1mf. L1 ED 265 589

Public Support

Developing Public Confidence in Schools.
14p. 1mf. L1 ED 265 664
Far, Far To Go: Public Spending for Children and Youth in Texas. Special Project Report.
71p. 1mf. L2 ED 266 211

Puerto Ricans

Guide to Puerto Rican Studies in Institutions of Higher Education in the United States, 1985-1986.
140p. 2mf. L2 ED 266 220
Puerto Rican Spanish: Linguistic Insecurity.
29p. 1mf. L1 ED 265 738

Punishment

Holland's Theory and Person-Environment Interactions.
18p. 1mf. L1 ED 265 478

Qualifications

Who Should Judge CEDA Debate?
21p. 1mf. L1 ED 265 607

Qualitative Research

Qualitative Research in the Gymnasium: Old Problems and New Responses.
23p. 1mf. L1 ED 266 115

Quality Control

Inspection. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 341

Quality of Circumstances Measure

Effects of Home Care on the Quality of Circumstances of the Elderly.
30p. 1mf. L1 ED 265 469

Quality of Life

Class of 2001: Coping with the Computer Bandwagon. Words of Note Series.
18p. 1mf. L2 ED 266 069
Communication for Water. Handbooks in Communication and Training for CSDR No. 2.
23p. 1mf. L1 ED 266 014
Science, Technology and the Quality of Life.
11p. 1mf. L1 ED 266 076

Quantitative Benefit Analysis

Risk Assessment: An Examination of Assumptions.
22p. 1mf. L1 ED 266 059

Question Answering

Strategy-Selection in Question-Answering.
90p. 1mf. L1 ED 266 179

Questioning Techniques

Academic Tasks and Research in Science Teaching.
17p. 1mf. L1 ED 266 010

Questionnaires

Credibility of Student Self-Reports.
64p. 1mf. L1 ED 266 174
Resource Papers and Technical Reports. Research into Practice Project.
174p. 2mf. L1 ED 266 172
Student Attitudes Toward Economics--Development of an Attitude Questionnaire.
19p. 1mf. L1 ED 266 187

Racial Attitudes

Black Children. Social, Educational, and Parental Environments.
293p. mf. L3 ED 266 235

Racial Composition

Racial/Ethnic Distribution of Public School Students and Staff, New York State 1984-85.
55p. 1mf. L1 ED 266 223
Racial/Ethnic Survey--Students as of October 31, 1983.
50p. 1mf. L1 ED 266 215
Racial/Ethnic Survey--Students as of October 31, 1980.
49p. 1mf. L1 ED 266 212
Racial/Ethnic Survey--Students as of October 29, 1982.
50p. 1mf. L1 ED 266 214
Racial/Ethnic Survey--Students as of October 30, 1981.
51p. 1mf. L1 ED 266 213
Racial/Ethnic Survey--Students as of October 31, 1985.
56p. 1mf. L1 ED 266 216

Racial Discrimination

Explaining the Progressively Decreasing Scores on Comprehensive Tests of Basic Skills (CTBS) of the School Children of the District of Columbia Public Schools as They Progress from Elementary School into High School.
67p. 1mf. L1 ED 266 234
Faculty Salary Differentials by Race: A Management School Case Study of Suspected Treatment Discrimination.
36p. 1mf. L1 ED 265 753

Racial Distribution

College and University Racial/Ethnic Distribution of Enrollment, New York State, Fall 1984.
28p. 1mf. L1 ED 265 786

Racial Relations

Martin Luther King, Jr. Resource Guide.
88p. 1mf. L1 ED 266 218

Radical Press

Radical Press and the Beginning of the Birth Control Movement in the United States.
31p. 1mf. L1 ED 265 559

Radio

Listeners' Socioeconomic Status and the Uses of All-News Radio.
14p. 1mf. L1 ED 265 587

Rassias Language Method

Ram's Horn, Volume Three, 1-4 (Double Issue), Summer-Spring 1982-1983.
100p. 2mf. L2 ED 265 731

Reader Text Relationship

Assessing Silent Reading during the Process: An Investigation of the Opin Procedure.
27p. 1mf. L1 ED 265 529

Reading Ability

English Reading Skills of Kindergarten and Grade One French Immersion Students and Response.
61p. 1mf. L2 ED 265 531
Performance of San Joaquin Delta College Freshmen Students in Reading, Writing and Math by Ethnicity, High School Status and Age.
14p. 1mf. L1 ED 265 895
Prose Comprehension and Text Search as a Function of Reading Volume. Reading Competencies and Practices. Technical Report #3.
52p. 1mf. L1 ED 265 510
Relationships among Competencies and Practices of Reading. Reading Competencies and Practices. Technical Report #7. Final Report.
172p. 2mf. L1 ED 265 513

Reading Achievement

Counseling the Disabled Reader.
11p. 1mf. L1 ED 265 689
Teachers Expectations of Bilingual Children's Achievement.
13p. 1mf. L1 ED 266 117
Twelve-Month Profile of U. S. Navy Recruits on Reading Comprehension and Educationally Related Characteristics: June, 1984, to May, 1985.
28p. 1mf. L1 ED 265 515
Use of Standardized Reading Tests as Measures of Reading Achievement.
9p. 1mf. L1 ED 265 508

Reading Attitudes

Aliteracy: What Teachers Can Do to Keep Johnny Reading.
17p. 1mf. L1 ED 265 528

Reading Comprehension

Adventure Games in the Reading Curriculum: Problems and Potential.
22p. 1mf. L1 ED 265 491
Anaphora in Basal Reader Selections: How Frequently Do They Occur?
18p. 1mf. L1 ED 265 514
Aspects of Cohesion and Coherence in Context: Investigating Causes of Difficulty for Israeli University Students Reading Texts in English.
363p. 4mf. L1 ED 265 740
Assessing Silent Reading during the Process: An Investigation of the Opin Procedure.
27p. 1mf. L1 ED 265 529
Effects of Training in Story Mapping Procedures on the Reading Comprehension of Poor Readers. Technical Report No. 352.
45p. 1mf. L1 ED 265 524
Group Story Mapping: A Comprehension Strategy for Both Skilled and Unskilled Readers. Technical Report No. 363.
36p. 1mf. L1 ED 265 525
Interfering with Sentence Comprehension in the Deaf.
8p. 1mf. L1 ED 265 681
Prose Comprehension and Text Search as a Function of Reading Volume. Reading Competencies and Practices. Technical Report #3.
52p. 1mf. L1 ED 265 510
Reading Research: Advances in Theory and Practice. Volume 5.
356p. mf. L3 ED 265 505
Strategic Abilities of Above Average and Average High School Students: A Function of Text Conditions.
28p. 1mf. L1 ED 265 519
Study of the Use of the Semantic Webbing Technique to Improve Reading Comprehension of Third and Fourth Graders.
64p. 1mf. L1 ED 265 490
Testing a Test: The Effect of Prior Knowledge on a Standardized Test.
64p. 1mf. L1 ED 265 498
Theory-Based Approach to Reading Assessment in the Army. Technical Report 625.
28p. 1mf. L1 ED 265 494

Reading Diagnosis

Assessing Silent Reading during the Process: An Investigation of the Opin Procedure.
27p. 1mf. L1 ED 265 529
Diagnostic and Prescriptive Skills of Teachers and Related Specialists.
26p. 1mf. L1 ED 265 502
Theory-Based Approach to Reading Assessment in the Army. Technical Report 625.
28p. 1mf. L1 ED 265 494

Reading Difficulties

Aspects of Cohesion and Coherence in Context: Investigating Causes of Difficulty for Israeli University Students Reading Texts in English.
363p. 4mf. L1 ED 265 740
Counseling the Disabled Reader.
11p. 1mf. L1 ED 265 689
Investigation of the Curricular and Occupational Reading Demands of the Plumbing Trade.
187p. 2mf. L1 ED 265 522
Words: A Microcomputer Program for Teaching and Testing Students' Sight Word Vocabulary.
17p. 1mf. L1 ED 265 842

Reading Games

Adventure Games in the Reading Curriculum: Problems and Potential.
22p. 1mf. L1 ED 265 491

Reading Habits

Aliteracy: What Teachers Can Do to Keep Johnny Reading.
17p. 1mf. L1 ED 265 528
Case Studies of Reading in a High Technology Corporation. Reading Competencies and Practices. Technical Report #2.
58p. 1mf. L1 ED 265 509
Investigation of the Curricular and Occupational Reading Demands of the Plumbing Trade.
187p. 2mf. L1 ED 265 522
Profiles of Reading Activity in a Community. Reading Competencies and Practices. Technical Report #4.
27p. 1mf. L1 ED 265 511
Reading Practices of Adults in One High Technology Company. Reading Competencies and Practices. Technical Report #6.
102p. 2mf. L1 ED 265 512

Reading Improvement

All Our Kids Can Learn to Read: Guide to Parent and Citizen Action, Chicago SCHOOLWATCH.
178p. 2mf. L2 ED 265 521
Group Story Mapping: A Comprehension Strategy for Both Skilled and Unskilled Readers. Technical Report No. 363.
36p. 1mf. L1 ED 265 525

Reading Instruction

Adventure Games in the Reading Curriculum: Problems and Potential.
22p. 1mf. L1 ED 265 491
Aliteracy: What Teachers Can Do to Keep Johnny Reading.
17p. 1mf. L1 ED 265 528
All Our Kids Can Learn to Read: Guide to Parent and Citizen Action, Chicago SCHOOLWATCH.
178p. 2mf. L2 ED 265 521
Contexts of Reading. Advances in Discourse Processes Series. Volume XVIII.
207p. mf. L3 ED 265 506
Diagnostic and Prescriptive Skills of Teachers and Related Specialists.
26p. 1mf. L1 ED 265 502
Effective Teaching of Reading: Research and Practice.
315p. 4mf. L1 ED 265 504
Implementation Strategies for an Integrative Approach to Teaching Reading and Language.
25p. 1mf. L1 ED 265 743
Implementing the Recommendations of "Becoming a Nation of Readers": A Guide for Practitioners.
9p. 1mf. L1 ED 265 530
Improving Basic Skills in Reading and Mathematics. Final Evaluation Report 1984-1985.
114p. 2mf. L1 ED 266 097
Investigation of the Curricular and Occupational Reading Demands of the Plumbing Trade.
187p. 2mf. L1 ED 265 522
Leadership in Reading Instruction.
19p. 1mf. L1 ED 265 497
Modifying Commercial Software Yourself to Match Your Reading Instruction.
9p. 1mf. L1 ED 265 495
Reading Machines: Devices for Converting Print to Braille or Speech. Bibliography No. 85-2.
20p. 1mf. L1 ED 265 710
Teaching Basic Reading Skills in Secondary Schools.
44p. 1mf. L1 ED 265 630
Words: A Microcomputer Program for Teaching and Testing Students' Sight Word Vocabulary.
17p. 1mf. L1 ED 265 842

Reading Interests

Case Studies of Reading in a High Technology Corporation. Reading Competencies and Practices. Technical Report #2.
58p. 1mf. L1 ED 265 509
Profiles of Reading Activity in a Community. Reading Competencies and Practices. Technical Report #4.
27p. 1mf. L1 ED 265 511
Reading Practices of Adults in One High Technology Company. Reading Competencies and Practices. Technical Report #6.
102p. 2mf. L1 ED 265 512
Relationships among Competencies and Practices of Reading. Reading Competencies and Practices. Technical Report #7. Final Report.
172p. 2mf. L1 ED 265 513

Reading Machines

Reading Machines: Devices for Converting Print to Braille or Speech. Bibliography No. 85-2.
20p. 1mf. L1 ED 265 710

Reading Material Selection

Poetry in the Classroom.
101p. 2mf. L2 ED 265 549
Selecting Elementary Reading Programs.
49p. 1mf. L1 ED 265 629

Reading Materials

Literature for Use with Gifted Children.
24p. 1mf. L1 ED 265 721
New England. Reading for Young People.
194p. mf. L3 ED 265 499
Selecting Elementary Reading Programs.
49p. 1mf. L1 ED 265 629

Reading Processes

Convergences: Transactions in Reading and Writing.
274p. 3mf. L1 ED 265 568
English Reading Skills of Kindergarten and Grade One French Immersion Students and Response.
61p. 1mf. L2 ED 265 531
Prose Comprehension and Text Search as a Function of Reading Volume. Reading Competencies and Practices. Technical Report #3.
52p. 1mf. L1 ED 265 510

Reading Programs

Cognitive Domain: The Last Frontier. Final Report of the Regional Study Award Project.
14p. 1mf. L1 ED 265 496
Implementing the Recommendations of "Becoming a Nation of Readers": A Guide for Practitioners.
9p. 1mf. L1 ED 265 530
Kindergarten Reading: A Proposal for a Problem-Solving Approach. Technical Report No. 345.
38p. 1mf. L1 ED 265 492
Leadership in Reading Instruction.
19p. 1mf. L1 ED 265 497
Star Spangled Summer: 1986 Wisconsin Summer Library Program Manual. Bulletin No. 6257.
229p. 3mf. L1 ED 265 500

Reading Readiness

Kindergarten Reading: A Proposal for a Problem-Solving Approach. Technical Report No. 345.
38p. 1mf. L1 ED 265 492
Making of a Reader. Language and Learning for Human Service Professions Monograph Series.
277p. mf. L3 ED 265 507

Reading Research

Anaphora in Basal Reader Selections: How Frequently Do They Occur?
18p. 1mf. L1 ED 265 514

(Continued)

Reading Research (Continued)
Assessing Silent Reading during the Process: An Investigation of the Opin Procedure. 27p. 1mf. L1 ED 265 529
Case Studies of Reading in a High Technology Corporation. Reading Competencies and Practices. Technical Report #2. 58p. 1mf. L1 ED 265 509
Contexts of Reading. Advances in Discourse Processes Series. Volume XVIII. 207p. mf. L3 ED 265 506
Deaf Children's Acquisition of Prereading Skills Using the Reciprocal Teaching Procedure. Technical Report No. 350. 27p. 1mf. L1 ED 265 523
Diagnostic and Prescriptive Skills of Teachers and Related Specialists. 26p. 1mf. L1 ED 265 502
Effective Teaching of Reading: Research and Practice. 315p. 4mf. L1 ED 265 504
Effects of High and Low Relevant Text Underlining on Test Performance. 20p. 1mf. L1 ED 265 520
Effects of Training in Story Mapping Procedures on the Reading Comprehension of Poor Readers. Technical Report No. 352. 45p. 1mf. L1 ED 265 524
Graphic Climate in History Class: The Perceptions of Seventh and Eleventh Graders. 18p. 1mf. L1 ED 265 518
Group Story Mapping: A Comprehension Strategy for Both Skilled and Unskilled Readers. Technical Report No. 363. 36p. 1mf. L1 ED 265 525
Investigation of the Curricular and Occupational Reading Demands of the Plumbing Trade. 187p. 2mf. L1 ED 265 522
Leadership in Reading Instruction. 19p. 1mf. L1 ED 265 497
Making of a Reader. Language and Learning for Human Service Professions Monograph Series. 277p. mf. L3 ED 265 507
Measures of Word Frequency as Predictors of English Root Word Knowledge. 17p. 1mf. L1 ED 265 516
Profiles of Reading Activity in a Community. Reading Competencies and Practices. Technical Report #4. 27p. 1mf. L1 ED 265 511
Prose Comprehension and Text Search as a Function of Reading Volume. Reading Competencies and Practices. Technical Report #3. 52p. 1mf. L1 ED 265 510
Reading Practices of Adults in One High Technology Company. Reading Competencies and Practices. Technical Report #6. 102p. 2mf. L1 ED 265 512
Reading Research: Advances in Theory and Practice. Volume 5. 356p. mf. L3 ED 265 505
Relationships among Competencies and Practices of Reading. Reading Competencies and Practices. Technical Report #7. Final Report. 172p. 2mf. L1 ED 265 513
Strategic Abilities of Above Average and Average High School Students: A Function of Text Conditions. 28p. 1mf. L1 ED 265 519
Study of the Use of the Semantic Webbing Technique to Improve Reading Comprehension of Third and Fourth Graders. 64p. 1mf. L1 ED 265 490
Testing a Test: The Effect of Prior Knowledge on a Standardized Test. 64p. 1mf. L1 ED 265 498
Theory-Based Approach to Reading Assessment in the Army. Technical Report 625. 28p. 1mf. L1 ED 265 494
Use of Standardized Reading Tests as Measures of Reading Achievement. 9p. 1mf. L1 ED 265 508
Using Oral-Motor Cues to Develop Phonemic Awareness in Kindergarten. 14p. 1mf. L1 ED 265 517
Writing and Reading across the Curriculum; Proceedings of the Claremont Reading Conference (52nd, Claremont, California, March 22-23, 1985). Forty-Ninth Yearbook. 276p. mf. L3 ED 265 503

Reading Skills
Bridges to Successful Reading (Reading Skills Lessons for Transitioning LEP Students) and Final Report. 123p. 2mf. L2 ED 265 413
Cognitive Domain: The Last Frontier. Final Report of the Regional Study Award Project. 14p. 1mf. L1 ED 265 496
Deaf Children's Acquisition of Prereading Skills Using the Reciprocal Teaching Procedure. Technical Report No. 350. 27p. 1mf. L1 ED 265 523
English Language Arts: Reading Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS). 46p. 1mf. L1 ED 266 162
Entrance Testing at Community Colleges. 14p. 1mf. L1 ED 265 903
Teaching Basic Reading Skills in Secondary Schools. 44p. 1mf. L1 ED 265 630

Reading Strategies
Convergences: Transactions in Reading and Writing. 274p. 3mf. L1 ED 265 568
Effects of High and Low Relevant Text Underlining on Test Performance. 20p. 1mf. L1 ED 265 520
Relationships among Competencies and Practices of Reading. Reading Competencies and Practices. Technical Report #7. Final Report. 172p. 2mf. L1 ED 265 513
Strategic Abilities of Above Average and Average High School Students: A Function of Text Conditions. 28p. 1mf. L1 ED 265 519

Reading Teachers
Leadership in Reading Instruction. 19p. 1mf. L1 ED 265 497

Reading Tests
English Language Arts: Reading Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS). 46p. 1mf. L1 ED 266 162
Relationships among Competencies and Practices of Reading. Reading Competencies and Practices. Technical Report #7. Final Report. 172p. 2mf. L1 ED 265 513
TELLS: Testing for Essential Learning and Literacy Skills. 1984-85 Statewide Test Results. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools. 72p. 1mf. L1 ED 266 144
Testing a Test: The Effect of Prior Knowledge on a Standardized Test. 64p. 1mf. L1 ED 265 498
Use of Standardized Reading Tests as Measures of Reading Achievement. 9p. 1mf. L1 ED 265 508

Reading Uses
Prose Comprehension and Text Search as a Function of Reading Volume. Reading Competencies and Practices. Technical Report #3. 52p. 1mf. L1 ED 265 510
Relationships among Competencies and Practices of Reading. Reading Competencies and Practices. Technical Report #7. Final Report. 172p. 2mf. L1 ED 265 513

Reading Writing Relationship
Convergences: Transactions in Reading and Writing. 274p. 3mf. L1 ED 265 568

Reagan Administration
Clash of Ideologies: The Reagan Administration Versus the Women's Educational Equity Act. 5p. 1mf. L2 ED 266 079
Presidential Initiative for the Second Term. Report of the Committee on the Next Agenda. 64p. 1mf. L2 ED 266 045

Recall (Psychology)
Effect of Task Purpose on the Study Behaviors and Recall of Young Children. Technical Report No. 348. 30p. 1mf. L1 ED 265 493
Strategy-Selection in Question-Answering. 90p. 1mf. L1 ED 266 179
Study of Analogy and Person in Computer Documentation. Preliminary Report. 32p. 1mf. L1 ED 265 837
Teaching Generalizations Using a Computer-Based Drill Strategy. 51p. 1mf. L1 ED 265 847

Receptionists
Visitors Book. Youth Training Scheme. Core Exemplar Work Based Project. 21p. 1mf. L1 ED 265 319

Receptive Language
Development of Speech Workshops and Videotape Library to Train Teachers and Parents of Exceptional Infants and Preschoolers. 155p. 2mf. L1 ED 265 713

Recognition (Psychology)
Strategy-Selection in Question-Answering. 90p. 1mf. L1 ED 266 179

Record Keeping
Managing Students' Progress through Teacher Education Program. 10p. 1mf. L1 ED 266 092

Recordkeeping
Education. Louisiana HSRTS Manual. Bulletin 1712. [illegible] 2mf. L1 ED 265 880
Extending the Human Mind: Computers in Education. Proceedings of the Annual Summer Computer Conference (4th, Eugene, Oregon, August 19-21, 1985). 351p. 4mf. L1 ED 265 831
Health. Louisiana HSRTS Manual. Bulletin 1711. [illegible] 1mf. L1 ED 265 [illegible]
Stock Inventory. Youth Training Scheme. Core Exemplar Work Based Project. 19p. 1mf. L1 ED 265 [illegible]
Redesigning and Testing a Work Order Form. CDC Technical Report No. 28. 38p. 1mf. L1 ED 265 564
Visitors Book. Youth Training Scheme. Core Exemplar Work Based Project. 21p. 1mf. L1 ED 265 319

Records (Forms)
Redesigning and Testing a Work Order Form. CDC Technical Report No. 28. 38p. 1mf. L1 ED 265 564

Records Management
Managing Local Government Records: A Manual for Local Government Officials in New York State. 108p. 2mf. L1 ED 265 875
New Directions in Library and Information Science Education. Final Report. Volume 2.6: Records and Information Manager Competencies. 25p. 1mf. L1 ED 265 861

Recreational Reading
Case Studies of Reading in a High Technology Corporation. Reading Competencies and Practices. Technical Report #2. 58p. 1mf. L1 ED 265 509
Profiles of Reading Activity in a Community. Reading Competencies and Practices. Technical Report #4. 27p. 1mf. L1 ED 265 511
Reading Practices of Adults in One High Technology Company. Reading Competencies and Practices. Technical Report #6. 102p. 2mf. L1 ED 265 512

Recruitment
Nominating Committee. AGB Standing Committee Series. [illegible] 1mf. L1 ED 265 808
Recruiting Seminary Trustees. 23p. 1mf. L1 ED 265 775

Reflective Analysis
Evolution of a Diagnostic Teacher: A Reflective Analysis. [illegible]

Reflective Teaching
Reflective Thinking as a Basis for Teacher Education. [illegible]

Refugees
Indochinese Refugees: An Administrator's Handbook. [illegible]
Selected Bibliography on Indochinese Refugees: Children and Adolescents. [illegible] Bibliography #1. [illegible]
Southeast Asian Mental Health: Treatment, Prevention, Services, Training and Research. 557p. 6mf. L1 ED 266 199

Regional Characteristics
Dropout and Functional Illiteracy Rates in Central Appalachia. Appalachian Data Bank Report #1. 16p. 1mf. L1 ED 265 997

Regional Cooperation
Networking: A Case Study and Developmental Model. 79p. 1mf. L1 ED 265 876

Rehabilitation
Technology--A Bridge to Independence. RESNA '85. Proceedings of the Annual Conference on Rehabilitation Technology (8th, Memphis, Tennessee, June 24-28, 1985). 458p. 5mf. L2 ED 265 284

Rehabilitation Engineering
Technology--A Bridge to Independence. RESNA '85. Proceedings of the Annual Conference on Rehabilitation Technology (8th, Memphis, Tennessee, June 24-28, 1985). 458p. 5mf. L2 ED 265 284

Relevance (Education)
Making Early Development Relevant for All Children: Implications for Teacher Education. [illegible] 1mf. L1 ED 265 [illegible]
Effective Practices in Indian Education: Curriculum Monograph. A Monograph for Using and Developing Culturally Appropriate Curriculum for American Indian Students. [illegible] 1mf. L1 ED 266 [illegible]
Human Capital Formation in the Post Industrial Society. 8p. 1mf. L1 ED 265 365
Interrelationship between One's View of Man, Culture and Curriculum. 10p. 1mf. L1 ED 265 956

Reliability
Credibility of Student Self-Reports. 64p. 1mf. L1 ED 266 174

Religious Factors
Religion and Wellbeing: Concurrent Validation of the Spiritual Well-Being Scale. 10p. 1mf. L1 ED 266 171
Selection of Seminary Presidents: An Informal Guide for Trustee Search Committees. 26p. 1mf. L1 ED 265 809

Remedial Instruction
Academic Remedial Training: A Language Skills Development Program for U.S. Navy Recruits. 16p. 1mf. L1 ED 265 526
Building Adaptable Basic Skills Models: Strategies for Surviving in the 80s. 21p. 1mf. L1 ED 265 919
Remedial Math at the College Level: A Pilot Study. 10p. 1mf. L1 ED 266 022
Success in Writing: A Classroom Study with Slower Learning Pupils in Three Scottish Secondary Schools. (S3/S4). 223p. 3mf. L1 ED 265 560
Twelve-Month Profile of U. S. Navy Recruits on Reading Comprehension and Educationally Related Characteristics: June, 1984, to May, 1985. 28p. 1mf. L1 ED 265 515

Remedial Mathematics
Remedial Math at the College Level: A Pilot Study. 10p. 1mf. L1 ED 266 022
Study of Academic Progress by Students at Harper after Enrolling in Developmental Courses, Volume 14, No. 9. 36p. 1mf. L1 ED 265 914

Remedial Programs
Building Adaptable Basic Skills Models: Strategies for Surviving in the 80s. 21p. 1mf. L1 ED 265 919
Twelve-Month Profile of U. S. Navy Recruits on Reading Comprehension and Educationally Related Characteristics: June, 1984, to May, 1985. 28p. 1mf. L1 ED 265 515

Remedial Reading
Diagnostic and Prescriptive Skills of Teachers and Related Specialists. 26p. 1mf. L1 ED 265 502
Socio-Cultural Approach to the Study of Re-Mediation. 19p. 1mf. L1 ED 265 955
Study of Academic Progress by Students at Harper after Enrolling in Developmental Courses, Volume 14, No. 9. 36p. 1mf. L1 ED 265 914
Twelve-Month Profile of U. S. Navy Recruits on Reading Comprehension and Educationally Related Characteristics: June, 1984, to May, 1985. 28p. 1mf. L1 ED 265 515

Repair
Airframe Repair Specialist (AFSC 53153). 1012p. 11mf. L1 ED 265 362
Preservation and Restoration of Paper Records and Books: A RAMP Study with Guidelines. 121p. 2mf. L2 ED 265 878
Simple Workstation for the Conservation of Library Materials. 12p. 1mf. L1 ED 265 866

Representational Competence
Neuro-Linguistic Programming: A Discussion of Why and How. 10p. 1mf. L1 ED 265 925

Reproduction (Biology)
Teacher's Study Guide on the Biology of Human Populations: Asia. 430p. 5mf. L2 ED 266 038

Required Courses
With Consequences for All. A Report from the ASCD Task Force on Increased High School Graduation Requirements. 42p. 1mf. L1 ED 266 160

Research and Development
Higher Education and the American Resurgence. A Carnegie Foundation Special Report. 282p. 3mf. L2 ED 265 759
Science Indicators: The 1985 Report. 333p. 4mf. L1 ED 266 043
Technology--A Bridge to Independence. RESNA '85. Proceedings of the Annual Conference on Rehabilitation Technology (8th, Memphis, Tennessee, June 24-28, 1985). 458p. 5mf. L2 ED 265 284

Research Committees
Uses of the Computer in Teaching the Composing Process. 1985 Annual Report of the NCTE Committee on Instructional Technology. 5p. 1mf. L1 ED 265 571

Research Libraries
Catalog Maintenance Online in ARL Libraries. SPEC Kit 119. 134p. 2mf. L2 ED 265 868

Research Methodology
Effect of the Violation of the Assumption of Independence When Combining Correlation Coefficients in a Meta-Analysis. 22p. 1mf. L1 ED 266 151
Effects of Home Care on the Quality of Circumstances of the Elderly. 30p. 1mf. L1 ED 265 469
Ethnography and the English Classroom. 36p. 1mf. L2 ED 265 550
Investigations in Mathematics Education. Volume 18, Number 4. 73p. 1mf. L1 ED 266 031
Personal Interview as a Data Collection Technique. 15p. 1mf. L1 ED 265 381
Qualitative Research in the Gymnasium: Old Problems and New Responses. 23p. 1mf. L1 ED 266 115

Research Needs
Adult Education in Rural America: A Review of Recent Research and Identification of Further Research Needs. 9p. 1mf. L1 ED 265 994
Communicative Relevancies of Instrument Flight; A Technologically Contingent World. 9p. 1mf. L1 ED 265 592
Deception: A Dramatistic Review of the Research towards a New Theoretical Model. 33p. 1mf. L1 ED 265 611
Extending the Human Mind: Computers in Education. Proceedings of the Annual Summer Computer Conference (4th, Eugene, Oregon, August 19-21, 1985). 351p. 4mf. L1 ED 265 831
Mathematics, Science, and Technology Education: A Research Agenda. 100p. 2mf. L1 ED 266 037
South Korea's Communications Research: State-of-the-Art Paradigms. 26p. 1mf. L1 ED 265 575

Research Practice Relationship
Utilization of "Set: Research Information for Teachers" in Selected Educational Institutions. 154p. 2mf. L1 ED 266 185

Research Problems
Deception: A Dramatistic Review of the Research towards a New Theoretical Model. 33p. 1mf. L1 ED 265 611
Influence of Television on Children's Attentional Abilities. 12p. 1mf. L1 ED 265 933
Mental Retardation: Topics of Today--Issues of Tomorrow. 119p. 2mf. L2 ED 265 687
Problems of Applying Communication/Behavior Theories to a Program of Smoking Reduction. 22p. 1mf. L1 ED 265 582
Qualitative Research in the Gymnasium: Old Problems and New Responses. 23p. 1mf. L1 ED 266 115

Research Projects
College-Based Research and Services Unit: One Face of Research Consulting in Universities. 12p. 1mf. L1 ED 265 815
Guide to Theses and Dissertations: An International Bibliography of Bibliographies. Revised and Enlarged Edition. 264p. mf. L3 ED 265 777
Physical Oceanography of the Eastern Mediterranean (POEM): A Research Programme. Reports of the Organizing Committee Meeting (Paris, August 1984), and the Scientific Workshop (Lucerne, October 1984). Unesco Reports in Marine Science 35. 77p. 1mf. L2 ED 266 016
Research on Higher Education Program: An Overview. Swedish Research on Higher Education, 1985:8. 45p. 1mf. L1 ED 265 792
Teacher Evaluation Project. The Beginning Teacher Program, Intellectual Skills Development, Validity Studies of the Evaluation System, Special Instrument Development. Report for 1984-1985. 247p. 3mf. L1 ED 266 120

Research Trends
South Korea's Communications Research: State-of-the-Art Paradigms. 26p. 1mf. L1 ED 265 575

Research Utilization
Building a Positive School Climate. 7p. 1mf. L1 ED 265 663
Clinical Teacher Education Guidelines. Report No. 9071. 371p. 4mf. L1 ED 266 093
Exploring the Relationship between Research & Practice: The Impact of Assuming the Role of Action Researcher in One's Own Classroom. 26p. 1mf. L1 ED 266 110
Focus on Teaching Project. Final Report. 98p. 2mf. L1 ED 266 128
How Research Has Changed American Schools. A History from 1840 to the Present. 611p. mf. L3 ED 266 104
Knowledge Development and Utilization: Getting Employability Research into Public Use. 55p. 1mf. L1 ED 265 414
Motivation Theories and Motivation Systems. The Gulf between Theory and Practice. Coombe Lodge Working Paper. Information Bank Number 1937. 10p. 1mf. L1 ED 265 302
Recent Research on Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2. 3p. 1mf. L1 ED 266 019
Research and the Improvement of Teaching: The Professor as the Problem. 58p. 1mf. L1 ED 266 114
Sex Equity and Math Achievement: A Summary of Research and Recommendations. 18p. 1mf. L1 ED 266 039
Teacher Evaluation Project. The Beginning Teacher Program, Intellectual Skills Development, Validity Studies of the Evaluation System, Special Instrument Development. Report for 1984-1985. 247p. 3mf. L1 ED 266 120
Utilization of "Set: Research Information for Teachers" in Selected Educational Institutions. 154p. 2mf. L1 ED 266 185
What Knowledge Is of Most Worth to Teachers? Insights from Studies of Teacher Thinking. Occasional Paper No. 86. 20p. 1mf. L1 ED 266 109

Resident Assistants
From Theory to Reality: Simplified Approach to Staff Training and Management. 19p. 1mf. L1 ED 265 438

Resident Camp Programs
"Better Camping for All" through Research. Proceedings of the Annual Meeting of the Camping Research Section of the American Camping Association (Atlanta, Georgia, March 13, 1985). 20p. 1mf. L1 ED 265 978
Civilian Conservation Corps and the National Park Service, 1933-1942: An Administrative History. 293p. 4mf. L1 ED 266 012

Residential Patterns
School Desegregation Spurs First Housing Desegregation Gain in Forty Years in Louisville and Jefferson County. Three Decades of Increased Segregation Erased between 1970 and 1980. Staff Report 85-8. 53p. 1mf. L1 ED 266 204

Resistance (Psychology)
Clinical Aspects of Assessment and Intervention with Resistant Clients. 18p. 1mf. L1 ED 265 450

Resource Allocation
Planning And Grants Committee, Council for Higher Education. Annual Report No. 11, Academic Year 1983/84. 69p. 1mf. L1 ED 265 802
SEOG Funds. Information on the Distribution of SEOG Funds to Students. GAO Briefing Report to Congressional Requestors. 48p. 1mf. L1 ED 265 791

Resource Materials
Education of the Black Adult in the United States: An Annotated Bibliography. 122p. mf. L3 ED 266 233
New England. Reading for Young People. 194p. mf. L3 ED 265 499
Resource Guide for Information/Library Education in Developing Countries. 84p. 1mf. L1 ED 265 886

Resources in Education
Resources in Education (RIE). Volume 21, Number 6. p. mf. L2 ED 265 282

Retailing
Sales Accounts File. Youth Training Scheme. Core Exemplar Work Based Project. 22p. 1mf. L1 ED 265 310

Retired Senior Volunteer Program
National Retired Senior Volunteer Program Participant Impact Evaluation. Final Report. 120p. 2mf. L1 ED 265 388

Retirement
National Retired Senior Volunteer Program Participant Impact Evaluation. Final Report. 120p. 2mf. L1 ED 265 388
Needs of Older Employees and Retirees: Task Force Results of the Corporate Volunteerism Council of Minneapolis and St. Paul, Minnesota. 83p. 1mf. L1 ED 265 285

Retirement Benefits
Characteristics of Households and Persons Receiving Selected Noncash Benefits: 1984. 148p. 2mf. L1 ED 266 221
Guia Legal para Ciudadanos Envejeciente: Leyes y Programas Afectando los Ciudadanos Envejeciente de Kansas. (Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens). 101p. 2mf. L1 ED 265 987
Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens. 64p. 1mf. L1 ED 265 986
University Benefits Survey. Part II (Pensions). 47p. 1mf. L1 ED 265 806

Retraining
Making the Transition in Technology, Training, and Education. 24p. 1mf. L1 ED 265 289
Re-employment for Dislocated Workers: The Jobs Training Partnership Act Experience in Maryland. 31p. 1mf. L1 ED 265 374

Retrospective Conversion (Library Catalogs)
Retrospective Conversion Manual: University Library Recon Project. 55p. 1mf. L1 ED 265 880

Review (Reexamination)
Teaching Generalizations Using a Computer-Based Drill Strategy. 51p. 1mf. L1 ED 265 847

Revision (Written Composition)
Acquisition of Written Language: Response and Revision. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series. 294p. mf. L3 ED 265 553
Developing Audience Awareness. 60p. 1mf. L1 ED 265 551
Teaching Rereading and Rewriting to "Basic Writers." 18p. 1mf. L1 ED 265 542

Rewards
Holland's Theory and Person-Environment Interactions. 18p. 1mf. L1 ED 265 478
Social Influences on Creativity: Interactive Effects of Reward and Choice. 17p. 1mf. L1 ED 265 705
Volunteer Motivations and Rewards: Shaping Future Programs. 12p. 1mf. L1 ED 265 481

Rhetorical Criticism
Coaching Strategies in Contest Rhetorical Criticism. 17p. 1mf. L1 ED 265 588
Most Significant Rhetorical Work in French Is: L'Abbe Joseph Cyprien Nadal's "Dictionnaire d'Eloquence Sacree" (Paris: Migne, 1851). 22p. 1mf. L1 ED 265 600

Rights and Formula Scoring
Between-Groups Experimental Design for Studies of Rights and Formula Scoring. 9p. 1mf. L1 ED 266 145

Risk
Risk Assessment: An Examination of Assumptions. 22p. 1mf. L1 ED 266 059

Risk Factors
High Risk Situations for Elderly Alcohol Abusers. 19p. 1mf. L1 ED 265 479

Risk Management
Tort Liability and Risk Management in Adventure Education. 25p. 1mf. L1 ED 265 998

Robotics
Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64. 53p. 1mf. L1 ED 265 776
Robotics/Automated Systems Technicians. 9p. 1mf. L1 ED 265 398

Robustness
Asymptotic Properties of Induced Maximum Likelihood Estimates of Nonlinear Models for Item Response Variables: The Finite-Generic-Item-Pool Case. 42p. 1mf. L1 ED 266 177

Rockland Community College NY
Building Adaptable Basic Skills Models: Strategies for Surviving in the 80s. 21p. 1mf. L1 ED 265 919

Role Conflict
From Veteran Parent to Novice Teacher: A Case Study of a Student Teacher. 40p. 1mf. L1 ED 266 111

Role of Education
Address by the United States Secretary of Education to the Annual Convention of the American Vocational Association. 15p. 1mf. L1 ED 265 411
Human Capital Formation in the Post Industrial Society. 8p. 1mf. L1 ED 265 365
Work and Programmable Automation. 22p. 1mf. L1 ED 265 405

Root Words
Measures of Word Frequency as Predictors of English Root Word Knowledge. 17p. 1mf. L1 ED 265 516

Rules and Regulations
Adoption Factbook: United States Data, Issues, Regulations and Resources. 170p. 2mf. L2 ED 265 967
Kindergarten Children's Perceptions of Classroom Rules. 18p. 1mf. L1 ED 265 939

Rural Areas
Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Two/Three. First Interim Report. 106p. 2mf. L1 ED 265 869
Crisis in Health Care: The Missouri Experience. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (Jefferson City, MO). 57p. 1mf. L1 ED 265 471

Rural Development
Business Incubator Development in Rural Areas. 17p. 1mf. L1 ED 265 983
Radio for Literacy. A Reader on the Use of Radio in Literacy Programmes. For Use in Workshops of the German Foundation for International Development. Workshop Series. 413p. 5mf. L1 ED 265 372

Rural Economics
Business Incubator Development in Rural Areas. 17p. 1mf. L1 ED 265 983

Rural Education
Adult Education in Rural America: A Review of Recent Research and Identification of Further Research Needs. 9p. 1mf. L1 ED 265 994
Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume II: Appendices. 174p. 2mf. L1 ED 265 899
Efforts to Improve the Preparation of Teachers for Rural Schools. 12p. 1mf. L1 ED 265 993

Rural Environment
Farm Experience: Its Importance in a Child's Life. 13p. 1mf. L1 ED 265 958

Rural Schools
Efforts to Improve the Preparation of Teachers for Rural Schools. 12p. 1mf. L1 ED 265 993

Rural Urban Differences
Efforts to Improve the Preparation of Teachers for Rural Schools. 12p. 1mf. L1 ED 265 993
Survey of the Public Perception of Psychology, Psychologists, and Psychiatrists. 14p. 1mf. L1 ED 265 428

Development of Education in Fairford: A Community Manual. 58p. 1mf. L1 ED 266 003

Safety
Communicative Relevancies of Instrument Flight; A Technologically Contingent World. 9p. 1mf. L1 ED 265 592
Fire. Youth Training Scheme. Core Exemplar Work Based Project. 18p. 1mf. L1 ED 265 345

Safety Education
Better Safe Than Sorry. Youth Training Scheme. Core Exemplar Work Based Project. 23p. 1mf. L1 ED 265 343
Fire. Youth Training Scheme. Core Exemplar Work Based Project. 18p. 1mf. L1 ED 265 345

Saint Johns University NY
Agreement between the Administration of St. John's University, New York, and the St. John's Chapter of the American Association of University Professors, 1984-1987.
60p. 1mf. L1 ED 265 790

Salaries
Profile of the Woman Engineer, 1984.
14p. mf. L3 ED 266 021
Rank-Order Distribution of Administrative Salaries Paid, 1985-86. Nineteenth Annual Report.
122p. 2mf. L1 ED 265 781
Training's Benchmarks. A Statistical Sketch of Employer-Provided Training and Education: 1969-1981. Task I Report: The Impact of Public Policy on Education and Training in the Private Sector.
140p. 2mf. L1 ED 265 379

Salary Wage Differentials
Faculty Salary Differentials by Race: A Management School Case Study of Suspected Treatment Discrimination.
36p. 1mf. L1 ED 265 753
Salary Comparisons of 1979-80 College Graduates, by Sex in May 1981. Analytic Report.
51p. 1mf. L1 ED 265 812

San Diego Unified School District CA
Testing Results for Minority Isolated Schools. San Diego City Schools, Spring 1984. Report No. 375.
420p. 5mf. L1 ED 266 170

Sanitation
Don't Eat Germs! Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 348

Scale of Student Teacher Concerns
Scale of Student Teaching Concerns for Use with Early Childhood Education Teacher Trainees.
32p. 1mf. L1 ED 265 927

Scheduling
How Do I Get There? Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 308

Schemata (Cognition)
Effects of Training in Story Mapping Procedures on the Reading Comprehension of Poor Readers. Technical Report No. 352.
45p. 1mf. L1 ED 265 524
Strategic Abilities of Above Average and Average High School Students: A Function of Text Conditions.
28p. 1mf. L1 ED 265 519

Scholarships
National Association of State Scholarship and Grant Programs. 14th Annual Survey, 1982-83 Academic Year.
258p. 3mf. L1 ED 265 820
National Association of State Scholarship and Grant Programs. 17th Annual Survey Report, 1985-86 Academic Year.
220p. 3mf. L1 ED 265 821
National Health Service Corps Amendments of 1985. Report to Accompany S. 1285. Ninety-Ninth Congress, First Session.
34p. 1mf. L1 ED 265 804

Scholastic Aptitude Test
Student Change, Program Change: Why SAT Scores Kept Falling.
15p. 1mf. L1 ED 266 189

School Accounting
Meaning of School Accounts: A Self-Instructional Text. 4th Edition.
119p. 2mf. L1 ED 265 622

School Activities
Evaluating Administrative Components of Program Implementation in the Adaptive Learning Environments Model.
59p. 1mf. L1 ED 266 148

School Administration
District and School Policies and Management Practices Leading to Effective Secondary Schools: Preliminary Draft for Non-Intensive Sites.
26p. 1mf. L1 ED 265 619
Evaluating Administrative Components of Program Implementation in the Adaptive Learning Environments Model.
59p. 1mf. L1 ED 266 148
New Perspectives in Administration: Report of an Elementary Principals' Conference.
32p. 1mf. L1 ED 265 623

School Based Information Systems
Social vs. Clinical Perspectives on the Use of Information: Implications for School-based Information Systems. Systemic Evaluation Project.
33p. 1mf. L1 ED 266 155

School Buildings
Asbestos in Our Schools. Taming the Silent Killer. A Handbook for Association Leaders Produced by NEA.
50p. 1mf. L2 ED 265 665

School Business Relationshi
Training's Policies: Public and Private Reinforcement for the American Economy. Final Report. The Impact of Public Policy on Education and Training in the Private Sector.
91p. 1mf. L1 ED 265 377

School Business Relationship
Collaboration in Education and Employment: What It Takes To Make It Work. Annual Policy Forum Proceedings (Columbus, Ohio, October 29-31, 1985).
100p. 2mf. L1 ED 265 415
Communication Skills in Business and Industry.
6p. 1mf. L1 ED 265 590
Community Colleges and Industry: Rationale for a Relationship.
13p. 1mf. L1 ED 265 909
Converting Working into Learning. An Appraisal of an LEA Foundation Year Training Scheme.
86p. 1mf. L1 ED 265 392
Cooperation: Key to the Future.
17p. 1mf. L1 ED 265 760
Creative Job Development Strategies.
174p. 2mf. L1 ED 265 364
Higher Education's Economic Impact in Arkansas.
14p. 1mf. L1 ED 265 761
Multi-Faceted Strategy for Improving Science and Math Education in North Carolina.
15p. 1mf. L1 ED 266 026
Outplacement Counseling.
14p. 1mf. L1 ED 265 431
Re-employment for Dislocated Workers: The Jobs Training Partnership Act Experience in Maryland.
31p. 1mf. L1 ED 265 374
School-to-Work Transition: Proceedings of the Conference of the University/Urban Schools National Task Force (7th, Washington, D.C., November 1-2, 1985).
130p. 2mf. L1 ED 266 200
Training's Practices: Education and Training within the American Firm.
246p. 3mf. L1 ED 265 378

School Choice
Problems with the Administration's Voucher Proposal for Chapter 1. Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. Committee Print.
17p. 1mf. L1 ED 266 229

School Community Programs
All Our Kids Can Learn to Read: Guide to Parent and Citizen Action. Chicago SCHOOLWATCH.
178p. 2mf. L2 ED 265 521
Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.
174p. 2mf. L1 ED 265 982

School Community Relationship
Business Incubator Development in Rural Areas.
17p. 1mf. L1 ED 265 983
Developing Public Confidence in Schools.
14p. 1mf. L1 ED 265 664
Higher Education's Economic Impact in Arkansas.
14p. 1mf. L1 ED 265 761
Outplacement Counseling.
14p. 1mf. L1 ED 265 431

School Counseling
Children and Crises: A Developmental Guidance Approach.
25p. 1mf. L1 ED 265 448
Counseling at the Crossroads: Obstacles, Opportunities, and Options.
36p. 1mf. L1 ED 265 423
Counseling Students through Their Individual Learning Styles.
140p. 2mf. L1 ED 265 452

School Counselors
Counseling at the Crossroads: Obstacles, Opportunities, and Options.
36p. 1mf. L1 ED 265 423
Counseling College Students through Their Individual Learning Styles.
109p. 2mf. L1 ED 265 455

School Demography
Racial/Ethnic Survey--Students as of October 30, 1981.
51p. 1mf. L1 ED 266 213
Racial/Ethnic Survey--Students as of October 31, 1980.
49p. 1mf. L1 ED 266 212
Racial/Ethnic Survey--Students as of October 31, 1985.
56p. 1mf. L1 ED 266 216
Racial/Ethnic Survey--Students as of October 31, 1983.
50p. 1mf. L1 ED 266 215
Racial/Ethnic Survey--Students as of October 29, 1982.
50p. 1mf. L1 ED 266 214

School Desegregation
School Desegregation Spurs First Housing Desegregation Gain in [illegible] Increased Segregation Erased between 1970 and 1980. Staff Report 85-8.
33p. 1mf. L1 ED 266 [illegible]

School District Autonomy
New Jersey Community College General Education Regulations.
[illegible] 1mf. L1 ED 265 [illegible]

School District Spending
Public Attitudes toward Education Spending: The Role of Attentiveness to Local Schools.
18p. 1mf. L1 ED 265 657

School Districts
Two Case Studies of Local Test Development.
109p. 2mf. L1 ED 266 169

School Effectiveness
Curriculum Alignment. Topic Summary Report. Research on School Effectiveness Project.
14p. 1mf. L1 ED 265 671
District and School Policies and Management Practices Leading to Effective Secondary Schools: Preliminary Draft for Non-Intensive Sites.
26p. 1mf. L1 ED 265 619
Investigation of the Factors Associated with Effective Public High Schools.
29p. 1mf. L1 ED 265 633
Linking the Behaviors and Activities of Secondary School Principals to School Effectiveness: A Technical Report. Final Report.
72p. 1mf. L1 ED 265 654
Motivation and School Achievement.
45p. 1mf. L1 ED 265 938
Reflections on Teacher Education. Monograph III.
127p. 2mf. L1 ED 266 105
Results of a Project to Improve Proficiency Scores in Selected Ninth Grades, 1984-85 School Year. First-Year Evaluation Report. Knoxville City Schools (KCS).
28p. 1mf. L1 ED 265 620
Survey of Attitudes Toward the Russell-[illegible] Setting.
[illegible] 1mf. L1 ED 265 989
Using Cost-Benefit Analysis to Determine Profitability of Secondary Vocational Programs.
23p. 1mf. L1 ED 265 381

School Entrance Age
When Curriculum Does Not Match Readiness.
[illegible] 1mf. L1 ED 265 [illegible]

School Funds
State-Wide Study of Financial Issues Affecting Tennessee Public Schools.
12p. 1mf. L1 ED 265 613

School Guidance
Evaluation of Guidance Services in Scarborough Schools. Internal Evaluation Report No. 6.
310p. 4mf. L1 ED 265 462

School Holding Power
Attrition at Community Colleges.
11p. 1mf. L1 ED 265 908
Creation of an Alternative High School in the West Fargo School District--An Analysis.
36p. 1mf. L1 ED 265 291

School Libraries
New Directions in Library and Information Science Education. Final Report. Volume 2.3: School Librarian Competencies.
231p. 3mf. L1 ED 265 856

School Organization
District and School Policies and Management Practices Leading to Effective Secondary Schools: Preliminary Draft for Non-Intensive Sites.
26p. 1mf. L1 ED 265 619
Illinois, An Educational Step Backward.
11p. 1mf. L1 ED 265 985
School and the University. What Went Wrong in America. Comparative Higher Education Research Group. Working Paper #8.
47p. 1mf. L1 ED 265 797
Schools under Pressure: The External Environment and Recent Organizational Reforms.
36p. 1mf. L1 ED 265 636
Survey of Attitudes Toward the Russell-[illegible] Setting.
[illegible] 1mf. L1 ED 265 989
Teamed Approach to Making the Transition to a Middle School.
[illegible] 1mf. L1 ED 265 [illegible]

School Personnel
College & University Employees, New York State, 1984-85.
[illegible] 1mf. L1 ED 266 211
Louisiana Standards for State Certification of School Personnel. Part A, Part B Vocational Technical Personnel. Bulletin 746.
124p. 2mf. L1 ED 266 108
Racial/Ethnic Distribution of Public School Students and Staff, New York State 1984-85.
55p. 1mf. L1 ED 266 223

School Policy
Faculty Salaries and Related Matters in the California Community Colleges, 1984-85. Commission Report 85-31.
16p. 1mf. L1 ED 265 897
Financial Management: Cash Management Practices in Florida Community Colleges.
105p. 2mf. L1 ED 265 893
Not Just Punishment: Discipline in Schools That Work. A Handbook for Chicago Parents = No Solamente Castigo: Disciplina en Escuelas Efectivas. Un Folleto para los Padres de Chicago.
112p. 2mf. L2 ED 265 656

School Psychologists
Current Practices in Diagnosing the Mentally Retarded.
14p. 1mf. L2 ED 265 688

School Readiness
Human Development: The Early Years.
45p. 1mf. L2 ED 265 960

School Responsibility
Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.
174p. 2mf. L1 ED 265 982
School Reform: Can It Succeed?
9p. 1mf. L1 ED 266 136

School Role
School-to-Work Transition: Proceedings of the Conference of the University/Urban Schools National Task Force (7th, Washington, D.C., November 1-2, 1985).
130p. 2mf. L1 ED 266 200
Superintendent's Employment Observations.
[illegible] 1mf. L1 ED 265 [illegible]

School Schedules
Year Round Education: An Overview. 1985.
10p. 1mf. L1 ED 265 635

School Security
Achieving Reasonable Campus Security. Self-Regulation Initiatives: Resource Documents for Colleges and Universities, No. 2.
6p. 1mf. L1 ED 265 774

School Size
Advantages of Small Schools. ERIC Digests.
12p. 1mf. L1 ED 265 988
Illinois, An Educational Step Backward.
11p. 1mf. L1 ED 265 985

School Statistics
Racial/Ethnic Distribution of Public School Students and Staff, New York State 1984-85.
55p. 1mf. L1 ED 266 223
Racial/Ethnic Survey--Students as of October 30, 1981.
51p. 1mf. L1 ED 266 213
Racial/Ethnic Survey--Students as of October 31, 1985.
56p. 1mf. L1 ED 266 216
Racial/Ethnic Survey--Students as of October 31, 1980.
49p. 1mf. L1 ED 266 212
Racial/Ethnic Survey--Students as of October 31, 1983.
50p. 1mf. L1 ED 266 215
Racial/Ethnic Survey--Students as of October 29, 1982.
50p. 1mf. L1 ED 266 214

School Supervision
Effective Practices in Indian Education. Administation Monograph. A Monograph on Effective School Administration Practices in Indian Education.
158p. 2mf. L1 ED 266 001
Instructional Leadership: A Handbook for the Georgia Curriculum Director.
149p. 2mf. L1 ED 265 661

School Support
Public Attitudes toward Education Spending: The Role of Attentiveness to Local Schools.
18p. 1mf. L1 ED 265 657

School Surveys
Teaching Production Courses: A Survey of Course Content and Structure.
12p. 1mf. L1 ED 265 593
Title IX Gender Equity Profile, 1984-85. Boulder Valley School District.
116p. 2mf. L1 ED 266 085

School Taxes
State-Wide Study of Financial Issues Affecting Tennessee Public Schools.
12p. 1mf. L1 ED 265 613

School to Work Transition
School-to-Work Transition: Proceedings of the Conference of the University/Urban Schools National Task Force (7th, Washington, D.C., November 1-2, 1985).
130p. 2mf. L1 ED 266 200

Schools of Education
Administrator Inservice: Designing, Developing, and Delivering a Unique Institution of Higher Education (IHE), Local Education Agency (LEA), Partnership Program.
16p. 1mf. L1 ED 265 647
College-Based Research and Services Unit: One Face of Research Consulting in Universities.
12p. 1mf. L1 ED 265 815
Teacher Education and the Liberal Arts. Wingspread Conference of the Associated Colleges of the Midwest Report (October 11-13, 1985).
37p. 1mf. L1 ED 266 124

Science and Society
Science, Technology and the Quality of Life.
11p. 1mf. L1 ED 266 076

Science Consultants
Pupil Evaluation in Science. Report of a Study Group Meeting (Penang, Malaysia, January 9-18, 1985).
39p. 1mf. L2 ED 266 018

Science Curriculum
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (59th, San Francisco, California, March 28-31, 1986).
193p. 3mf. L1 ED 266 044

Science Education
Academic Tasks and Research in Science Teaching.
17p. 1mf. L1 ED 266 010
Designing Videodisc-Based Courseware for the High School.
26p. 1mf. L1 ED 265 844
Improving Science Teacher Education Programs through Inclusion of Research on Classroom Psychosocial Environment.
42p. 1mf. L1 ED 266 011
Mathematics, Science, and Technology Education: A Research Agenda.
100p. 2mf. L1 ED 266 037
Multi-Faceted Strategy for Improving Science and Math Education in North Carolina.
15p. 1mf. L1 ED 266 026
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (59th, San Francisco, California, March 28-31, 1986).
193p. 3mf. L1 ED 266 044
Pupil Evaluation in Science. Report of a Study Group Meeting (Penang, Malaysia, January 9-18, 1985).
39p. 1mf. L2 ED 266 018
Review of Research on the Educational Potential of 3-2-1 Contact: A Children's TV Series on Science and Technology. A Report for the Children's Television Workshop and the National Science Foundation.
52p. 1mf. L1 ED 265 849
Role of the Research Museums. Science Policy Study--Hearings Volume 2. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 17, 1985). No. 56.
177p. 2mf. L1 ED 266 029
Science Indicators: The 1985 Report.
333p. 4mf. L1 ED 266 043
Teaching Mathematics and Science: Patterns of Microcomputer Use.
50p. 1mf. L2 ED 266 036

Science Education Research
Academic Tasks and Research in Science Teaching.
17p. 1mf. L1 ED 266 010
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (59th, San Francisco, California, March 28-31, 1986).
193p. 3mf. L1 ED 266 044

Science Facilities
International Cooperation in Big Science: High Energy Physics. Science Policy Study--Hearings Volume 4. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 25, 1985).
1101p. 12mf. L1 ED 266 034

Science History
Of Specialists and Generalists.
20p. 1mf. L1 ED 266 009

Science Indicators
Science Indicators: The 1985 Report.
333p. 4mf. L1 ED 266 043

Science Instruction
Academic Tasks and Research in Science Teaching.
17p. 1mf. L1 ED 266 010
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (59th, San Francisco, California, March 28-31, 1986).
193p. 3mf. L1 ED 266 044
Study of Scientific Conceptions and Attitudes Toward Science of Prospective Elementary Teachers: A Research Report.
21p. 1mf. L1 ED 266 024

Science Policy
Goals and Objectives of National Science Policy. Science Policy Study--Hearings Volume 1. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (February 28; March 7, 21, 28; April 4, 1985). No. 46.
228p. 3mf. L1 ED 266 028
International Cooperation in Big Science: High Energy Physics. Science Policy Study--Hearings Volume 4. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 25, 1985).
1101p. 12mf. L1 ED 266 034
International Cooperation in Science. Science Policy Study--Hearings Volume 7. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 18, 19, 20, 27, 1985). No. 50.
1147p. 12mf. L1 ED 266 035
Role of the Research Museums. Science Policy Study--Hearings Volume 2. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 17, 1985). No. 56.
177p. 2mf. L1 ED 266 029
Science in the Political Process. Science Policy Study--Hearings Volume 8. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 25, 26, 1985). No. 47.
181p. 2mf. L1 ED 266 030

Science Teachers
Training of Science Teachers and Teacher Educators. Report of a Technical Working Group (Quezon City, Philippines, July 17-27, 1984).
78p. 1mf. L2 ED 266 017

Sciences
Differentiating between Science and Technology.
29p. 1mf. L1 ED 265 407
Goals and Objectives of National Science Policy. Science Policy Study--Hearings Volume 1. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (February 28; March 7, 21, 28; April 4, 1985). No. 46.
228p. 3mf. L1 ED 266 028
International Cooperation in Science. Science Policy Study--Hearings Volume 7. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 18, 19, 20, 27, 1985). No. 50.
1147p. 12mf. L1 ED 266 035
Science in the Political Process. Science Policy Study--Hearings Volume 8. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 25, 26, 1985). No. 47.
181p. 2mf. L1 ED 266 030
Science Indicators: The 1985 Report.
333p. 4mf. L1 ED 266 043
Science, Technology and the Quality of Life.
11p. 1mf. L1 ED 266 076
Women and Minorities in Science and Engineering.
257p. 3mf. L1 ED 266 027

Scientific and Technical Information
Standard Reference Data Publications, 1964-1984. NBS Special Publication 708.
147p. 2mf. L1 ED 265 887

Scientific Concepts
Study of Scientific Conceptions and Attitudes Toward Science of Prospective Elementary Teachers: A Research Report.
21p. 1mf. L1 ED 266 024

Scientific Personnel
Of Specialists and Generalists.
20p. 1mf. L1 ED 266 009

Scientific Research
Alternatives to Animal Use in Research, Testing, and Education. Summary.
68p. 1mf. L1 ED 266 020
International Cooperation in Big Science: High Energy Physics. Science Policy Study--Hearings Volume 4. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 25, 1985).
1101p. 12mf. L1 ED 266 034
International Cooperation in Science. Science Policy Study--Hearings Volume 7. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 18, 19, 20, 27, 1985). No. 50.
1147p. 12mf. L1 ED 266 035
Physical Oceanography of the Eastern Mediterranean (POEM): A Research Programme. Reports of the Organizing Committee Meeting (Paris, August 1984), and the Scientific Workshop (Lucerne, October 1984). Unesco Reports in Marine Science 35.
77p. 1mf. L2 ED 266 016
Role of the Research Museums. Science Policy Study--Hearings Volume 2. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 17, 1985). No. 56.
177p. 2mf. L1 ED 266 029

Scores
Student Change, Program Change: Why SAT Scores Kept Falling.
15p. 1mf. L1 ED 266 189

Scoring
Technical Description of the Procedures Used in Calculating School-Level Scaled Scores for the "Survey of Basic Skills: Grade 6."
128p. 2mf. L1 ED 266 186
Two Case Studies of Local Test Development.
109p. 2mf. L1 ED 266 169

Scoring Formulas
Between-Groups Experimental Design for Studies of Rights and Formula Scoring.
9p. 1mf. L1 ED 266 145

Sculpture
Nebraska Interstate-80 Sculpture Project and the Hidden Arts Curriculum of Small Towns.
23p. 1mf. L1 ED 266 057

Search Committees
Selection of Seminary Presidents: An Informal Guide for Trustee Search Committees.
28p. 1mf. L1 ED 265 809

Second Language Learning
English Reading Skills of Kindergarten and Grade One French Immersion Students and Response.
61p. 1mf. L2 ED 265 531
Fostering Bilingualism in Early Childhood in an English-Speaking Home.
27p. 1mf. L1 ED 265 959
Symposium on the Initial and In-Service Training of Teachers of Modern Languages (Delphi, Greece, May 23-28, 1983).
156p. 2mf. L2 ED 265 732
Tale of Two Learners.
43p. 1mf. L1 ED 265 957

Second Language Programs
Teaching English in Japan.
13p. 1mf. L1 ED 265 741

Secondary Education
School and the University: What Went Wrong in America. Comparative Higher Education Research Group. Working Paper #8.
47p. 1mf. L1 ED 265 797

Secondary School Curriculum
With Consequences for All. A Report from the ASCD Task Force on Increased High School Graduation Requirements.
42p. 1mf. L1 ED 266 160

Secondary School Mathematics
Racially Integrating College-Preparatory Math Classes--An Evaluation of a University-High School Partnership.
29p. 1mf. L1 ED 266 032
Teaching Strategies in Algebra: The Effectiveness of Relating and Sequencing Algebraic Concepts.
14p. 1mf. L1 ED 266 007

Secondary School Science
General Biology Syllabus.
82p. 1mf. L1 ED 266 008
Teacher's Study Guide on the Biology of Human Populations: Asia.
430p. 5mf. L2 ED 266 038

Secondary School Students
Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
70p. 1mf. L1 ED 266 004

Secondary School Teachers
"Successful" Teachers' Patterns of Microcomputer-Based Mathematics and Science Instruction. A RAND Note.
262p. 3mf. L2 ED 265 838
Beginning Secondary School Teacher's Guide. Some Problems and Suggested Solutions.
256p. mf. L3 ED 266 103
Career Development and Satisfaction among Secondary School Teachers.
140p. 2mf. L1 ED 266 119
Differential Stress Levels in Primary Versus Secondary Classrooms.
26p. 1mf. L1 ED 266 098
Identifying and Handling Stress in Secondary Education.
29p. 1mf. L1 ED 266 091

Secretaries
Competency-Based Course Outlines for Business Education and Office Education: General Office, Secretarial, Word Processing, and Administrative Support Occupations. Revised.
433p. 5mf. L1 ED 265 376

Security Personnel
Achieving Reasonable Campus Security. Self-Regulation Initiatives: Resource Documents for Colleges and Universities, No. 2.
6p. 1mf. L1 ED 265 774

Selective Admission
Selection to Pre-Employment Trades Based Courses. Working Paper 5.
78p. 1mf. L1 ED 265 298

Self Concept
Creativity and Self-Concepts in First-Grade Children: Is There a Link?
19p. 1mf. L1 ED 265 675
Development and Implementation of a Self-Concept Guidance Program for Severely Language Impaired Students.
46p. 1mf. L1 ED 265 712
Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students.
88p. 1mf. L1 ED 266 006
Self Concept and Gender Role: An Open-Ended Inquiry.
16p. 1mf. L1 ED 265 484

Self Concept Measures
Evaluation of Student Self-Esteem in Scarborough Schools. Scarborough's Co-operative Evaluation and Development of School Systems (CEDSS) Project. Internal Evaluation Report No. 8.
132p. 2mf. L1 ED 265 463

Self Control
Investigating the Problem of Skill Generalization. 3rd Edition. With Literature Reviews.
129p. 2mf. L1 ED 265 695

Self Determination
Illinois, An Educational Step Backward.
11p. 1mf. L1 ED 265 985

Self Esteem
Attributional Profiles of Japanese-American and Anglo-American University Students.
19p. 1mf. L1 ED 265 817
Belief Systems: The Effective Management of Self-Esteem by Internalizing Programmes from Assertion and Awareness Training. Management Development: Personal Growth through Intra-Personal Skills. Coombe Lodge Working Paper. Information Bank Number 2048.
12p. 1mf. L1 ED 265 489
Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students.
88p. 1mf. L1 ED 266 006
Evaluation of Student Self-Esteem in Scarborough Schools. Scarborough's Co-operative Evaluation and Development of School Systems (CEDSS) Project. Internal Evaluation Report No. 8.
132p. 2mf. L1 ED 265 463
Investigation: Self-Esteem and Female Elementary School Teachers.
56p. 1mf. L1 ED 266 113
Puerto Rican Spanish: Linguistic Insecurity.
29p. 1mf. L1 ED 265 738

Self Evaluation (Groups)
State Initiatives to Improve Undergraduate Education: ECS Survey Highlights.
6p. 1mf. L1 ED 265 800
Title IX Gender Equity Profile, 1984-85. Boulder Valley School District.
116p. 2mf. L1 ED 266 085

Self Evaluation (Individuals)
Credibility of Student Self-Reports.
64p. 1mf. L1 ED 266 174
Patterns of Interpretation and the Autobiographical Method--Some Remarks for Educators.
12p. 1mf. L1 ED 265 644
Reflective Thinking as a Basis for Teacher Education.
14p. 1mf. L1 ED 266 102
(Continued)

Self Evaluation (Individuals) (Continued)
Self Concept and Gender Role: An Open-Ended Inquiry. 16p. 1mf. L1 ED 265 484

Self Help Programs
Connect with Parents: Build Support Groups. Conference Proceedings (Colorado Springs, Colorado, August 3-4, 1984). 49p. 1mf. L2 ED 265 422
Facilitating Collaboration between the Clergy and Self-Help. 27p. 1mf. L1 ED 265 432

Self Management
Multimodal Self-Management for Children: An Holistic Program for Teachers. 16p. 1mf. L1 ED 265 441

Self Report Measures
Credibility of Student Self-Reports. 64p. 1mf. L1 ED 266 174

Self Supporting Students
SEOG Funds. Information on the Distribution of SEOG Funds to Students. GAO Briefing Report to Congressional Requestors. 48p. 1mf. L1 ED 265 791

Semantic Webbing
Study of the Use of the Semantic Webbing Technique to Improve Reading Comprehension of Third and Fourth Graders. 64p. 1mf. L1 ED 265 490

Semantics
Development of a Transactional Self. 17p. 1mf. L1 ED 265 953
Gikuyu ni Kioigire: A First Course in Kikuyu. 2: Aria-i na Agikuyu: An Introduction to Kikuyu Conversation. 331p. 4mf. L1 ED 265 734

Semiotics
Can An American Do Semiotic Phenomenology? 19p. 1mf. L1 ED 265 594

Sensory Aids
Aids--Intellectual Aids: A Conceptual Investigation. 13p. 1mf. L1 ED 265 699
Reading Machines: Devices for Converting Print to Braille or Speech. Bibliography No. 85-2. 20p. 1mf. L1 ED 265 710
Technology--A Bridge to Independence. RESNA '85. Proceedings of the Annual Conference on Rehabilitation Technology (8th, Memphis, Tennessee, June 24-28, 1985). 458p. 5mf. L2 ED 265 284

Sentence Structure
Gikuyu ni Kioigire: A First Course in Kikuyu. 3: Essays, Texts, and Glossaries. Linguistic and Cultural Reference Materials. 492p. 6mf. L1 ED 265 735
Study of Analogy and Person in Computer Documentation. Preliminary Report. 32p. 1mf. L1 ED 265 837
Using the Rods for Structural Grammar. 7p. 1mf. L1 ED 265 747

Service Providers
New Directions in Library and Information Science Education. Final Report. Volume 2.12: Library System Supplier Professional Competencies. 59p. 1mf. L1 ED 265 865

Services
Directory of Programs Serving Children and Adults with Autism. Fifth Edition--1985. 28p. 1mf. L2 ED 265 690

Sesame Street
Influence of Television on Children's Attentional Abilities. 12p. 1mf. L1 ED 265 933

SET Research Information for Teachers
Utilization of "Set: Research Information for Teachers" in Selected Educational Institutions. 154p. 2mf. L1 ED 266 185

Severe Disabilities
Interactive Evaluation of Educational Programs Serving Students with Severe Disabilities. 16p. 1mf. L1 ED 265 694
Investigating the Problem of Skill Generalization. 3rd Edition. With Literature Reviews. 129p. 2mf. L1 ED 265 695
Mental Retardation: Topics of Today--Issues of Tomorrow. 119p. 2mf. L2 ED 265 687

Sex Bias
Assessment of Positive Sex-Role Characteristics. 18p. 1mf. L1 ED 265 476
Title IX Gender Equity Profile, 1984-85. Boulder Valley School District. 116p. 2mf. L1 ED 266 085
Unequal Knowledge Distribution: The Schooling Experience in a Togolese Secondary School. Occasional Papers Series, Number 9. 60p. 1mf. L2 ED 266 070

Sex Differences
Assessment Study of the Communication Reticence of High School Students. 27p. 1mf. L1 ED 265 591
Attitudes Toward Death Across the Life Span. 19p. 1mf. L1 ED 265 449
Effects of Intraprogram Synopses on Children's Comprehension of Television Programming and Commercials. 19p. 1mf. L1 ED 265 975
Gender and Computers: The Beneficial Effects of Experience on Attitudes. 32p. 1mf. L1 ED 265 848
Gender Differences: Effects of Stress on Expressed and Received Abuse. 17p. 1mf. L1 ED 265 483
On Gender Roles and Perception of Maladjustment. 22p. 1mf. L1 ED 265 482
Perceptions of Women and Men in Counselor Education About Writing for Publication. 15p. 1mf. L1 ED 265 445
Salary Comparisons of 1979-80 College Graduates, by Sex in May 1981. Analytic Report. 51p. 1mf. L1 ED 265 812
Sex Equity and Math Achievement: A Summary of Research and Recommendations. 18p. 1mf. L1 ED 266 039
University Mid-Level Administrators: Comparisons between Men and Women on Work Experience, Commitment, and Job Satisfaction. 48p. 1mf. L1 ED 265 763
Women and Minorities in Science and Engineering. 257p. 3mf. L1 ED 266 027

Sex Discrimination
New Women's Educational Equity Act: Still Alive and Making a Difference. PEER Policy Paper #3. 4p. 1mf. L2 ED 266 077
PEER Report Card: Update on Women and Girls in America's Schools--A State-by-State Survey. PEER Policy Paper #4. 20p. 1mf. L2 ED 266 078

Sex Education
Teacher's Study Guide on the Biology of Human Populations: Asia. 430p. 5mf. L2 ED 266 038

Sex Fairness
Clash of Ideologies: The Reagan Administration Versus the Women's Educational Equity Act. 5p. 1mf. L2 ED 266 079
Education and Employment. A Handbook to Promote Sex Equity. 73p. 1mf. L1 ED 265 385
Sex Equity and Math Achievement: A Summary of Research and Recommendations. 18p. 1mf. L1 ED 266 039
Title IX Gender Equity Profile, 1984-85. Boulder Valley School District. 116p. 2mf. L1 ED 266 085

Sex Role
Assessment of Positive Sex-Role Characteristics. 18p. 1mf. L1 ED 265 476
Children, Kitchen and Computer: Women--Torn between Family and Job. Developments in the Federal Republic of Germany. Social Report. 28p. 1mf. L1 ED 266 052
Father Involvement, Sex-Typing and the Toy Play of Children. 19p. 1mf. L2 ED 265 427
Gender Segregation in Nursery School: Predictors and Outcomes. 21p. 1mf. L1 ED 265 968
Self Concept and Gender Role: An Open-Ended Inquiry. 16p. 1mf. L1 ED 265 484
Unequal Knowledge Distribution: The Schooling Experience in a Togolese Secondary School. Occasional Papers Series, Number 9. 60p. 1mf. L2 ED 266 070
Using Bibliotherapy to Help Children Adjust to Changing Role Models. 14p. 1mf. L1 ED 265 946

Sex Segregation
Gender Segregation in Nursery School: Predictors and Outcomes. 21p. 1mf. L1 ED 265 968

Sex Stereotypes
On Gender Roles and Perception of Maladjustment. 22p. 1mf. L1 ED 265 482

Shared Services
Survey of Attitudes Toward the Russell-Tyler Pairing. 98p. 2mf. L1 ED 265 989

Shaw (George Bernard)
Shaw, Books, and Libraries. Bibliographical Monograph Series No. 9. 29p. 1mf. L2 ED 265 555

Sheep
Sheep Stockmanship (Lambing). Youth Training Scheme. Core Exemplar Work Based Project. 23p. 1mf. L1 ED 265 327

Short Term Memory
[illegible] Processes in Image Generation: An Objective Measure. Technical Report [illegible]. [illegible] 1mf. L1 ED [illegible]

Simulation
[illegible] Analysis and Simulation System for Educational Institutions. [illegible] 1mf. L1 ED 265 [illegible]

Skill Development
Assessment of Need for Administrative Development on a University Campus: A Report. [illegible] 1mf. L1 ED 265 [illegible]
Belief Systems: The Effective Management of Self-Esteem by Internalizing Acceptance from Rejection and Appraisal Training. Management Development: Personal Growth through Intra-Personal Skills. Coombe Lodge Working Paper. Information Bank Number 2048. [illegible] 1mf. L1 ED 265 [illegible]
Communication Skills in Business and Industry. 6p. 1mf. L1 ED 265 590
Critical Thinking Skills. Analysis and Action Series. [illegible] 1mf. L2 ED 265 [illegible]
Intra-Personal Skills: A Conceptual Model. Intra-Personal Skills Series. Coombe Lodge Working Paper. Information Bank Number 2047. 8p. 1mf. L1 ED 265 488
Research Study to Determine the Effects of Early Keyboard Use upon Student Development in Occupational Keyboarding. Final Report of Research. 60p. 1mf. L1 ED 265 367
Role of Elaborations in Learning a Skill from an Instructional Text: Further Findings. 63p. 1mf. L1 ED 265 824
Role of the Future Homemakers of America Student Organization in Facilitating the Development of Critical Thinking Skills. [illegible] 1mf. L1 ED 265 387

Skilled Occupations
Tools of the Trade. Youth Training Scheme. Core Exemplar Work Based Project. 25p. 1mf. L1 ED 265 332

Small Businesses
Business Incubator Development in Rural Areas. [illegible] 1mf. L1 ED 265 983

Small Colleges
Making Silk Purses Out of Sows Ears: An Overview of the Communication Arts Curriculum at George Fox College. 11p. 1mf. L1 ED 265 580

Small Schools
Advantages of Small Schools. ERIC Digest. [illegible] 1mf. L1 ED [illegible]
Illinois: An Educational Step Backward. [illegible] 1mf. L1 ED [illegible]

Smokeless Tobacco
Comprehensive Smokeless Tobacco and Health Education Act of 1985. United States Senate, Ninety-Ninth Congress, First Session. Report to Accompany S.1574. [illegible] 1mf. L1 ED 265 461
Smokeless Tobacco: Attitudes and Practices in a Sample of Preservice Teachers. 16p. 1mf. L1 ED 266 135

Smoking
Problems of Applying Communication/Behavior Theories to a Program of Smoking Reduction. 22p. 1mf. L1 ED 265 582

Social Action
Ida Husted Harper and the Leslie Bureau of Suffrage Education. 27p. 1mf. L1 ED 265 548

Social Adjustment
Increasing the Social Networks of Isolated Elderly: Treatment and Research Findings. 16p. 1mf. L1 ED 265 480

Social Attitudes
Children, Kitchen and Computer: Women--Torn between Family and Job. Developments in the Federal Republic of Germany. Social Report. 28p. 1mf. L1 ED 266 052
Cultural Context for Japanese Education. [illegible] 1mf. L1 ED 266 [illegible]
Integration of the Handicapped in Secondary Schools: Five Case Studies. The Education of the Handicapped Adolescent. [illegible] 2mf. L2 ED 265 [illegible]

Social Behavior
[illegible] of Day Care Center Climate and Its Effect on Children's Social and Emotional Behavior. [illegible] 1mf. L1 ED 265 [illegible]

Social Change
Investigacion Participativa y Gestion de Sistemas Educativos. (Participatory Research and the Management of Educational Systems). 29p. 1mf. L1 ED 265 995
Navajo History: The Land and the People. 359p. 4mf. L2 ED 265 990
Presidential Initiative for the Second Term. Report of the Committee on the Next Agenda. 64p. 1mf. L2 ED 266 045
Science, Technology and the Quality of Life. 11p. 1mf. L1 ED 266 076

Social Cognition
Qualitative Dimensions of Social Cognition in Adulthood. 16p. 1mf. L1 ED 265 477
Studying Parental Decision Making with Micro-Computers: The CPSI Technique. 15p. 1mf. L1 ED 266 184

Social Development
From Theory to Reality: Simplified Approach to Staff Training and Management. 19p. 1mf. L1 ED 265 438

Social Environment
Human Development: The Early Years. 45p. 1mf. L1 ED 265 960
Research Issues in Computer-Assisted Learning Environments. [illegible] 1mf. L1 ED 265 [illegible]

Social Influences
Context and Continuity: Changing Perspectives on Children. [illegible] 1mf. L1 ED 265 [illegible]

Social Isolation
Increasing the Social Networks of Isolated Elderly: Treatment and Research Findings. 16p. 1mf. L1 ED 265 480

Social Networks
Children and Social Networks. [illegible] 1mf. L1 ED 265 [illegible]
Electronic Networking as an Avenue of Enhanced Professional Interchange. 10p. 1mf. L1 ED 265 851
HCI-IFU: Infant Follow-Up Services Offered by the Tennessee Department of Health and Environment. 19p. 1mf. L1 ED 265 941
Increasing the Social Networks of Isolated Elderly: Treatment and Research Findings. 16p. 1mf. L1 ED 265 480
New Directions in Studying Children. Speeches from the Conference of the Erikson Institute (Chicago, Illinois, April 29-30, 1983). 72p. 1mf. L1 ED 265 951

Social Problems
Challenges for Sub-Saharan Africa. Sir John Crawford Memorial Lecture (1st, Washington, DC, November 1, 1985). 49p. 1mf. L1 ED 266 061
Child Care in the Public Schools: Incubator for Inequality? 35p. 1mf. L2 ED 265 969
Human Development: The Early Years. 45p. 1mf. L1 ED 265 960
School Reform: Can It Succeed? 9p. 1mf. L1 ED 266 136
Science, Technology and the Quality of Life. 11p. 1mf. L1 ED 266 076

Social Responsibility
Making a Difference: Young People in Community Crime Prevention. 143p. 2mf. L2 ED 265 473

Social Sciences
Rise and Fall of the Social Science Curriculum Project in Iceland, 1974-84: Reflections on Reason and Power in Educational Progress. 61p. 1mf. L1 ED 266 083

Social Security
Developments in Aging: 1984. Volume 1. A Report of the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session. Pursuant to S. Res. 354, March 2, 1984, Resolution Authorizing a Study of the Problems of the Aged and Aging. 416p. 5mf. L1 ED 265 436

Social Services
Characteristics of Households and Persons Receiving Selected Noncash Benefits: 1984. 148p. 2mf. L1 ED 266 221
Cuban Elderly and Their Service Utilization Behavior. 24p. 1mf. L1 ED 265 458
Group Care/Adoption Practice Manual: Guidelines for Adoptive Planning for Children in Group Care. 142p. 2mf. L2 ED 265 923
Support System of the Hispanic Elderly and the Use of Formal Social Services. 25p. 1mf. L2 ED 265 981

Social Studies
Clear de Road. A Virgin Islands History Textbook. 209p. 3mf. L1 ED 266 055
Clear de Road: A Manual for Teachers to Accompany a Virgin Islands History Textbook of the Same Name on Virgin Islands History for Fourth Grade. 136p. 2mf. L1 ED 266 054
Critical Thinking and Educational Reform; The Emerging Revolution. 23p. 1mf. L1 ED 266 058
Rise and Fall of the Social Science Curriculum Project in Iceland, 1974-84: Reflections on Reason and Power in Educational Progress. 61p. 1mf. L1 ED 266 083

Social Support Groups
Connect with Parents: Build Support Groups. Conference Proceedings (Colorado Springs, Colorado, August 3-4, 1984). 49p. 1mf. L2 ED 265 422
Facilitating Collaboration between the Clergy and Self-Help. 27p. 1mf. L1 ED 265 432
Support System of the Hispanic Elderly and the Use of Formal Social Services. 25p. 1mf. L2 ED 265 981

Social Theories
Human Action and Social Structure in the Study of Schools as Organisations. 33p. 1mf. L1 ED 265 659

Social Values
Very Large Scale Integration (VLSI). 14p. 1mf. L1 ED 265 841

Socialization
Beginning Teachers and Changes in Self-Perceived Sources of Influence on Classroom Teaching Practices. Report No. 9067. 22p. 1mf. L1 ED 266 095
Black Children. Social, Educational, and Parental Environments. 293p. mf. L3 ED 266 235
Development of Teacher Perspectives: Final Report. 295p. 4mf. L1 ED 266 099
Explaining the Progressively Decreasing Scores on Comprehensive Tests of Basic Skills (CTBS) of the School Children of the District of Columbia Public Schools as They Progress from Elementary School into High School. 67p. 1mf. L1 ED 266 234
Factors Influencing Parent-Toddler Affiliative Interaction: Implications for Child Care Programming. 16p. 1mf. L1 ED 265 944
From Veteran Parent to Novice Teacher: A Case Study of a Student Teacher. 40p. 1mf. L1 ED 266 111
Human Action and Social Structure in the Study of Schools as Organisations. 33p. 1mf. L1 ED 265 659

Sociobiology
Applying the Sociobiological Synthesis to Education. 20p. 1mf. L1 ED 265 650

Sociocultural Patterns
Theory Z and American Education in an Advanced Industrial Society. 39p. 1mf. L1 ED 265 649

Socioeconomic Status
Listeners' Socioeconomic Status and the Uses of All-News Radio. 14p. 1mf. L1 ED 265 587

Sociolinguistics
Language Assessment in the Early Years. Language and Learning for Human Service Professions Monograph Series. 263p. mf. L3 ED 265 554

Software Reviews
Reviews of Microcomputer Item Banking Software. 49p. 1mf. L1 ED 266 167

Soil Science
pH Testing. Youth Training Scheme. Core Exemplar Work Based Project. 23p. 1mf. L1 ED 265 324

South Africa
Interrelationship between One's View of Man, Culture and Curriculum. 10p. 1mf. L1 ED 265 956

South Carolina
Migrant Services in South Carolina. 58p. 1mf. L1 ED 265 977

South Korea
Manpower Projection and Strategies 1979-'91. 265p. 3mf. L1 ED 265 283
South Korea's Communications Research: State-of-the-Art Paradigms. 26p. 1mf. L1 ED 265 575

Southeast Asians
Southeast Asian Mental Health: Treatment, Prevention, Services, Training and Research. 557p. 6mf. L1 ED 266 199

Spanish
Activities for Immersion. Proceedings of the 1983 Summer Immersion Workshop for Foreign Language Teachers Sponsored by the South Carolina State Department of Education. 43p. 1mf. L1 ED 265 746
Establishing a Primary Level School of Spanish. 19p. 1mf. L1 ED 265 742
Puerto Rican Spanish: Linguistic Insecurity. 29p. 1mf. L1 ED 265 738

Spanish Culture
Navajo History to 1846: The Land and the People. 172p. 2mf. L2 ED 265 991

Speaking Writing Relationship
Written Language and Psychological Development. 191p. mf. L3 ED 265 557

Special Education
Career Education Program for Exceptional Students: An Implementation Guide. 128p. 2mf. L1 ED 265 352
Expert Systems and Special Education. 16p. 1mf. L1 ED 265 686
Requirements for Preparing Regular Class Elementary Teachers for Education of Exceptional Children. 14p. 1mf. L1 ED 265 674
Supreme Court on Special Education: An Update. 9p. 1mf. L2 ED 265 723

Special Education Teachers
Information from Special Education Teachers for Improvement in Teacher Education Programs. 23p. 1mf. L1 ED 266 116

Special Health Problems
Recreation Therapy: Implications for the Ventilator Assisted Child. 16p. 1mf. L1 ED 265 704

Special Libraries
New Directions in Library and Information Science Education. Final Report. Volume 2.4: Special Librarian Competencies. 219p. 3mf. L1 ED 265 857

Special Programs
Services for Learning Disabled Adults in California's Community Colleges. 31p. 1mf. L1 ED 265 892

Specialists
Of Specialists and Generalists. 20p. 1mf. L1 ED 266 009

Specialization
Master's Degree in Transition. 6p. 1mf. L1 ED 265 799

Speech Acts
Development of a Transactional Self. 17p. 1mf. L1 ED 265 953

Speech Communication
Can An American Do Semiotic Phenomenology? 19p. 1mf. L1 ED 265 594
Communication Skills in Business and Industry. 6p. 1mf. L1 ED 265 590
Developing and Administering a State-Wide Speech Placement Testing Program. 11p. 1mf. L1 ED 265 585
Directory of Graduate Programs in the Communication Arts and Sciences, 1986-1987. Ninth Edition . 315p. mf. L3 ED 265 577
Examination of the Relationship between Irrational Beliefs and Communication Apprehension. 15p. 1mf. L1 ED 265 581
Guidelines for Implementing an Honors Program in Communication. 25p. 1mf. L1 ED 265 608
Improvement in Grades and Dropout Rates of Apprehensive College Students Who Voluntarily Videotaped Their Speeches. 23p. 1mf. L1 ED 265 609
Making Silk Purses Out of Sows Ears: An Overview of the Communication Arts Curriculum at George Fox College. 11p. 1mf. L1 ED 265 580
O-I-C: An Orality-Based Procedure for Teaching Interactive Communication in the Basic Course. 18p. 1mf. L1 ED 265 596
Teaching Doctor-Patient Interviewing in Physical Diagnosis. 45p. 1mf. L1 ED 265 574
Teaching Production Courses: A Survey of Course Content and Structure. 12p. 1mf. L1 ED 265 593
Topicality 1 and Topicality 2: A Quest for True Meaning. 22p. 1mf. L1 ED 265 573
Use of Student Journals in the Basic Speech Course. 14p. 1mf. L1 ED 265 583

Speech Curriculum
Academic and Practical Values of Debating. 17p. 1mf. L1 ED 265 586
Directory of Graduate Programs in the Communication Arts and Sciences, 1986-1987. Ninth Edition . 315p. mf. L3 ED 265 577
Making Silk Purses Out of Sows Ears: An Overview of the Communication Arts Curriculum at George Fox College. 11p. 1mf. L1 ED 265 580
O-I-C: An Orality-Based Procedure for Teaching Interactive Communication in the Basic Course. 18p. 1mf. L1 ED 265 596
Undergraduates as Adult Communicators: A Life Skills Model for Curriculum Change. 13p. 1mf. L2 ED 265 601
Use of Student Journals in the Basic Speech Course. 14p. 1mf. L1 ED 265 583

Speech Events
Competitive Atmosphere: Its Effects on Forensic Speeches. 16p. 1mf. L1 ED 265 589

Speech Instruction
Academic and Practical Values of Debating. 17p. 1mf. L1 ED 265 586
Use of Student Journals in the Basic Speech Course. 14p. 1mf. L1 ED 265 583

Speech Pathology
Job Satisfaction and the Alabama Public School Speech-Language Pathologist. 19p. 1mf. L1 ED 265 602

Speech Skills
Effects of Maternal Training on Language Use. 21p. 1mf. L1 ED 265 728

Speech Therapy
Development of Speech Workshops and Videotape Library to Train Teachers and Parents of Exceptional Infants and Preschoolers. 155p. 2mf. L1 ED 265 713
Oral Language Disorders Program. Language Is a Group Experience. 12p. 1mf. L1 ED 265 676
Speech Acquisition and Archetypes: A Developmental Study of Autistic Young Adults. 28p. 1mf. L1 ED 265 720

Spelling Reform
Grammar and Good Taste: Reforming the American Language. 263p. mf. L3 ED 265 546

Spiritual Well Being Scale
Religion and Wellbeing: Concurrent Validation of the Spiritual Well-Being Scale. 10p. 1mf. L1 ED 266 171

Spouses
Family Caregivers and Burden: A Developmental Perspective. 18p. 1mf. L1 ED 265 439
On Gold Diggers: Status Gain or Loss in Age Heterogamous Marriages. 24p. 1mf. L1 ED 265 429

Staff Development
Beacon Hill Elementary Staff Involvement Leads to Improvements. Profiles Programs & Products. Goal Based Education Number 46. 6p. 1mf. L1 ED 266 127
Continuing Education for the Personnel of Small Public Libraries: Program Development at the Iowa State University Library and Its Public Services Course. Iowa State University Library Series in Continuing Education, no. 2. 20p. 1mf. L1 ED 265 885
Exploring the Relationship between Research & Practice: The Impact of Assuming the Role of Action Researcher in One's Own Classroom. 26p. 1mf. L1 ED 266 110
Focus on Teaching Project. Final Report. 98p. 2mf. L1 ED 266 128
From Theory to Reality: Simplified Approach to Staff Training and Management. 19p. 1mf. L1 ED 265 438
Marginal Performance--A TA Model for Counselling and Appraising. Coombe Lodge Working Paper. Information Bank Number 1752. 8p. 1mf. L1 ED 265 487
Resident Supervisory Support for Teachers. Final Evaluation Report, E.C.I.A. Chapter 2, 1984-1985. 52p. 1mf. L1 ED 266 100
Staff Development: From the Bilingual Schoolroom to Beyond the Walls of the University. 29p. 1mf. L1 ED 265 736
Teacher Center Program. Final Evaluation Report 1984-1985. 85p. 1mf. L1 ED 266 096

Staff Orientation
New Employee. Youth Training Scheme. Core Exemplar Work Based Project. 22p. 1mf. L1 ED 265 321

Staff Role
Counselling Model for Managers in Further and Higher Education. Coombe Lodge Working Paper. Information Bank Number 1737. 9p. 1mf. L1 ED 265 486
Preventing Abuse in Family Foster Care. Instructor's Manual. 299p. 4mf. L2 ED 265 940
Suicide Management Plan--Post Suicide Response. 23p. 1mf. L1 ED 265 437

Staff Utilization
Non-Faculty Coaches in Small High Schools. 27p. 1mf. L1 ED 265 667

Standardized Tests
Use of Standardized Reading Tests as Measures of Reading Achievement. 9p. 1mf. L1 ED 265 508

State
Montana Cooperative Education Handbook. 137p. 2mf. L1 ED 265 370

State Action
Report from the States, 1985. White House Conference on Library and Information Services Task Force 6th Annual Report. 68p. 1mf. L1 ED 265 884
Who Will Teach Our Children? A Strategy for Improving California's Schools. The Report of the California Commission on the Teaching Profession. 54p. 1mf. L1 ED 265 672

State Agencies
Use of Mental Health Standards in Child and Adolescent Programs: What Factors Influence Policy Development and Implementation? 31p. 1mf. L1 ED 265 440

State Aid
Financing Education in Minnesota, 1985-86. A Report by the Minnesota Senate Education Committee. 52p. 1mf. L1 ED 265 645
Future Is Excellence. Report of the New Mexico Governor's Commission on Higher Education. 192p. 2mf. L1 ED 265 754
National Association of State Scholarship and Grant Programs. 17th Annual Survey Report, 1985-86 Academic Year. 220p. 3mf. L1 ED 265 821
National Association of State Scholarship and Grant Programs. 14th Annual Survey, 1982-83 Academic Year. 258p. 3mf. L1 ED 265 820

State Boards of Education
Annual Report of the State Superintendent of Public Education, 1983-84 and Recommendations to the Legislature of Mississippi, 1985. Volume I. 23p. 1mf. L1 ED 265 652

State Colleges
AASCU and the Nation's Schools: An Action Program for Excellence and Opportunity in Education. 6p. 1mf. L2 ED 265 813
Examination of State University and College Admissions Policies. Research Report. 42p. 1mf. L1 ED 265 762

State Curriculum Guides
Guide to Curriculum Planning: Purpose and Procedures. Bulletin No. 6095. 93p. 1mf. L1 ED 265 666

State Departments of Education
Annual Report of the State Superintendent of Public Education, 1983-84 and Recommendations to the Legislature of Mississippi, 1985. Volume I. 23p. 1mf. L1 ED 265 652
Arkansas Capacity Building Dissemination Project. Final Report. 125p. 2mf. L1 ED 265 670
Dissemination Capacity Building Project. Final Report. 59p. 1mf. L1 ED 265 669
Maine Dissemination Capacity Building Project: The Information Exchange. Final Report. 39p. 1mf. L1 ED 265 662
Tennessee Dissemination Capacity Building Project. Final Report. 69p. 1mf. L1 ED 265 671

State Government
Information-Related Problems of Statewide Management Information Systems. 41p. 1mf. L1 ED 265 871

State Legislation
Adoption Factbook: United States Data, Issues, Regulations and Resources.
170p. 2mf. L2 ED 265 967
Analyzing the Various Approaches of Plain Language Laws. CDC Technical Report No. 29.
21p. 1mf. L1 ED 265 565
Attendance, Homework, Promotion and Retention: A Manual on Policy Development and Administrative Procedures.
43p. 1mf. L1 ED 265 668
Grandparents' Rights. Report from the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. To Accompany H. Con. Res. 67.
5p. 1mf. L1 ED 265 470
New Jersey Community College General Education Regulations.
13p. 1mf. L1 ED 265 905
Report from the States, 1985. White House Conference on Library and Information Services Task Force 6th Annual Report.
68p. 1mf. L1 ED 265 884

State Programs
Annual Report of the State Superintendent of Public Education, 1983-84 and Recommendations to the Legislature of Mississippi, 1985. Volume I.
23p. 1mf. L1 ED 265 652
Child Abuse and Neglect: Reporting in Colorado Fiscal Years 1977 to 1984.
37p. 1mf. L2 ED 265 465
Far, Far To Go: Public Spending for Children and Youth in Texas. Special Project Report.
71p. 1mf. L2 ED 266 211
Guia Legal para Ciudadanos Envejecientes: Leyes y Programas Afectando los Ciudadanos Envejeciente de Kansas. (Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens).
101p. 2mf. L1 ED 265 987
Investigation of the Feasibility of Using the Three Parameter IRT Model in Florida's Student Assessment Program.
46p. 1mf. L1 ED 266 153
Investigation of the Feasibility of Using the Three-Parameter Model for Florida's Statewide Assessment Tests.
63p. 1mf. L1 ED 266 152
Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens.
64p. 1mf. L1 ED 265 986
Managing Local Government Records: A Manual for Local Government Officials in New York State.
108p. 2mf. L1 ED 265 875
Migrant Services in South Carolina.
58p. 1mf. L1 ED 265 977
Multi-Faceted Strategy for Improving Science and Math Education in North Carolina.
15p. 1mf. L1 ED 266 026
Nebraska Interstate-80 Sculpture Project and the Hidden Arts Curriculum of Small Towns.
23p. 1mf. L1 ED 266 057
Resource Directory: A State Guide to Disability-Related Information.
59p. 1mf. L2 ED 265 702
Selected Programs in Other States Relating to Adolescent Pregnancy Prevention. Wisconsin Legislative Council Staff Information Memorandum 85-3.
20p. 1mf. L1 ED 265 466
State Model for Local Evaluation, 1984-85. Tennessee Career Ladder Better Schools Program.
78p. 1mf. L1 ED 266 146
Strengthening Teaching. A Review of Issues and Programs in New York State.
49p. 1mf. L1 ED 266 123
TELLS: Testing for Essential Learning and Literacy Skills. 1984-85 Statewide Test Results. Turning the Tide. An Agenda for Excellence in the Pennsylvania Public Schools.
72p. 1mf. L1 ED 266 144
Using State Test Data for National Indicators of Education Quality: A Feasibility Study. Final Report.
275p. 3mf. L1 ED 266 156
Visual Impairment Education in Wisconsin--Outreach Services. Bulletin No. 5376.
19p. 1mf. L1 ED 265 730

State School District Relationship
Illinois, An Educational Step Backward.
11p. 1mf. L1 ED 265 985

State Standards
Illinois Teacher Salary Schedule and Policy Study. 1984-1985.
190p. 2mf. L1 ED 266 132
Louisiana Standards for State Certification of School Personnel Part A. Part B Vocational-Technical Personnel. Bulletin 746.
124p. 2mf. L1 ED 266 108
Quality Assessments of Prospective Teachers: Surveys of Previous and Present Practices. College Reading and Learning Assistance Technical Report 85-11.
40p. 1mf. L1 ED 266 133
Teacher Supply Pipeline: The View from Four States.
18p. 1mf. L1 ED 266 118
Who Will Teach Our Children? A Strategy for Improving California's Schools. The Report of the California Commission on the Teaching Profession.
54p. 1mf. L1 ED 265 672

State Surveys
Use of the Computer in Louisiana Schools. Fourth Annual Report. Bulletin 1679, Revised.
139p. 2mf. L1 ED 265 829
Use of the Computer in Louisiana Schools. Bulletin 1679.
26p. 1mf. L1 ED 265 828
Using State Test Data for National Indicators of Education Quality: A Feasibility Study. Final Report.
275p. 3mf. L1 ED 266 156

State Universities
Academic and Career Advising. Academic Challenges.
44p. 1mf. L1 ED 265 818
Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors, 1985-88.
96p. 1mf. L1 ED 265 789
Agreement. Central State University and the American Association of University Professors, Central State University Chapter. 1985-1988.
86p. 1mf. L1 ED 265 787
College and University Degrees Conferred, New York State, 1983-84.
17p. 1mf. L1 ED 265 772
College-Based Research and Services Unit: One Face of Research Consulting in Universities.
12p. 1mf. L1 ED 265 815
Non-Credit Instructional Activities, January 1, 1985 Through June 30, 1985 with Trend Information for 1983, 1984 and 1985. State University of New York. Office of Institutional Research Research Report No. 20-85A.
375p. 4mf. L1 ED 265 768
Rank-Order Distribution of Administrative Salaries Paid, 1985-86. Nineteenth Annual Report.
122p. 2mf. L1 ED 265 781

State University of New York
Non-Credit Instructional Activities, January 1, 1985 Through June 30, 1985 with Trend Information for 1983, 1984 and 1985. State University of New York. Office of Institutional Research Research Report No. 20-85A.
375p. 4mf. L1 ED 265 768

Statewide Planning
Action Plan for Children: New Jersey. Recommendations of the Governor's Committee on Children's Services Planning.
186p. 2mf. L1 ED 265 930
Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume I.
177p. 2mf. L1 ED 265 898
California Conference on Networking. Proceedings (Pomona, California, September 19-22, 1985).
157p. 2mf. L1 ED 265 867
Future Is Excellence. Report of the New Mexico Governor's Commission on Higher Education.
192p. 2mf. L1 ED 265 754
Issues Related to the Quality of Education: A Preliminary Report of the Colorado State Board for Community Colleges and Occupational Education.
18p. 1mf. L1 ED 265 917
Re-employment for Dislocated Workers: The Jobs Training Partnership Act Experience in Maryland.
31p. 1mf. L1 ED 265 374
State Initiatives to Improve Undergraduate Education: ECS Survey Highlights.
6p. 1mf. L1 ED 265 800
Statewide Plan for Postsecondary Education in New Mexico: 1983-1987.
92p. 1mf. L1 ED 265 755
Technology and the Goals of Quality Education in Pennsylvania.
61p. 1mf. L1 ED 265 404
Who Will Teach Our Children? A Strategy for Improving California's Schools. The Report of the California Commission on the Teaching Profession.
54p. 1mf. L1 ED 265 672

Statistical Analysis
Failing to Turn Up. A Statistical Analysis. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 311
Use of Computer Networks in Data Gathering and Data Analysis.
14p. 1mf. L1 ED 265 883

Statistical Data
Mental Health, United States 1985.
233p. 3mf. L1 ED 265 444

Statistical Distributions
Population Profile of the United States 1983/84.
55p. 1mf. L1 ED 266 222

Stealing
Psychological Approaches to Problems of Children and Adolescents. Volume II.
432p. 5mf. L1 ED 265 456

Stock Clerks
Storage and Stockkeeping. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 333

Store Workers
Storage and Stockkeeping. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 333

Story Mapping
Effects of Training in Story Mapping Procedures on the Reading Comprehension of Poor Readers. Technical Report No. 352.
45p. 1mf. L1 ED 265 524
Group Story Mapping: A Comprehension Strategy for Both Skilled and Unskilled Readers. Technical Report No. 363.
36p. 1mf. L1 ED 265 525

Story Reading
Making of a Reader. Language and Learning for Human Service Professions Monograph Series.
277p. mf. L3 ED 265 507

Strategic Planning
Developing a Management Information System.
15p. 1mf. L1 ED 265 870

Stress Management
Identifying and Handling Stress in Secondary Education.
29p. 1mf. L1 ED 266 091
Make More Time for Laughter in a Preschool Setting.
100p. 2mf. L1 ED 265 971
Strategies for Coping with Stress and Chronic Pain.
11p. 1mf. L1 ED 265 467

Stress Variables
Differential Stress Levels in Primary Versus Secondary Classrooms.
26p. 1mf. L1 ED 266 098
Family Caregivers and Burden: A Developmental Perspective.
18p. 1mf. L1 ED 265 439
Gender Differences: Effects of Stress on Expressed and Received Abuse.
17p. 1mf. L1 ED 265 483
Identifying and Handling Stress in Secondary Education.
29p. 1mf. L1 ED 266 091
Teacher Stress: An Ongoing Problem That Needs Attention.
15p. 1mf. L1 ED 266 139
Young Child and Music: Contemporary Principles in Child Development and Music Education. Proceedings of the Music in Early Childhood Conference (Provo, Utah, June 28-30, 1984).
123p. 2mf. L2 ED 265 949

Structural Analysis (Linguistics)
Coherence and Composition: A Symposium. Papers. (Abo, Finland, March 16-18, 1984).
134p. 2mf. L2 ED 265 537

Student Adjustment
From Theory to Reality: Simplified Approach to Staff Training and Management.
19p. 1mf. L1 ED 265 438

Student Attitudes
American Freshman: National Norms for Fall 1985.
249p. 3mf. L2 ED 265 778
Assessment Study of the Communication Reticence of High School Students.
27p. 1mf. L1 ED 265 591
Attitudes and Student Perceptions: Their Measure and Relationship to Performance in Elementary Algebra, Intermediate Algebra, College Algebra and Technical Mathematics.
23p. 1mf. L1 ED 265 901
Developing Audience Awareness.
60p. 1mf. L1 ED 265 551
Discovery Learning and Cognitive Development--The UKU Project.
14p. 1mf. L1 ED 265 920
Explaining the Progressively Decreasing Scores on Comprehensive Tests of Basic Skills (CTBS) of the School Children of the [illegible] as They Progress from Elementary School into High School.
67p. 1mf. L1 ED 266 234
Follow-up Study of Selected Graduates from the College of Education, University of Central Florida: A Preliminary Report [illegible].
31p. 1mf. L2 ED 266 087
Gender and Computers: The Beneficial Effects of Experience on Attitudes.
32p. 1mf. L1 ED 265 848
Influences of Personal and Academic Characteristics on Beginning Teacher Education Students' Attitudes, Concerns, and Anxieties Toward Teaching.
24p. 1mf. L1 ED 266 140
Kindergarten Children's Perceptions of Classroom Rules.
18p. 1mf. L1 ED 265 939
Profile of the U.S. Student Abroad.
68p. 1mf. L1 ED 265 737
Smokeless Tobacco: Attitudes and Practices in a Sample of Preservice Teachers.
16p. 1mf. L1 ED 266 135
Student Attitudes Toward Economics--Development of an Attitude Questionnaire.
19p. 1mf. L1 ED 266 187
Study of Scientific Conceptions and Attitudes Toward Science of Prospective Elementary Teachers: A Research Report.
21p. 1mf. L1 ED 266 024
Teaching as a Career. High School Students' Perceptions of Teachers and Teaching.
62p. 1mf. L1 ED 266 088
When Curriculum Does Not Match Readiness.
8p. 1mf. L1 ED 265 947

Student Attrition
Attrition at Community Colleges.
11p. 1mf. L1 ED 265 908
Underrepresentation of Minorities Who Transfer to Baccalaureate Institutions.
12p. 1mf. L1 ED 265 999

Student Behavior
Implementation of a Program of Prosocial Behavior in an Inner City Kindergarten Classroom.
58p. 1mf. L1 ED 265 973

Student Characteristics
American Freshman: National Norms for Fall 1985.
249p. 3mf. L2 ED 265 778
Graduate Student Survey, 1983-1984 AIP Report.
14p. 1mf. L1 ED 265 758
Influences of Personal and Academic Characteristics on Beginning Teacher Education Students' Attitudes, Concerns, and Anxieties Toward Teaching.
24p. 1mf. L1 ED 266 140
Investigation of the Factors Associated with Effective Public High Schools.
29p. 1mf. L1 ED 265 633
Performance of San Joaquin Delta College Freshmen Students in Reading, Writing and Math by Ethnicity, High School Status and Age.
14p. 1mf. L1 ED 265 895
Profile of the U.S. Student Abroad.
68p. 1mf. L1 ED 265 737
Twelve-Month Profile of U. S. Navy Recruits on Reading Comprehension and Educationally Related Characteristics: June, 1984, to May, 1985.
28p. 1mf. L1 ED 265 515

Student College Relationship
Attrition at Community Colleges.
11p. 1mf. L1 ED 265 908
Organizational Diversity among Dual-Mode Institutions.
7p. 1mf. L1 ED 265 640

Student Costs
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. (New York, NY).
158p. 2mf. L2 ED 265 819

Student Development
From Theory to Reality: Simplified Approach to Staff Training and Management.
19p. 1mf. L1 ED 265 438
Mental Representation and Problem Solving in Work-Study Students.
16p. 1mf. L1 ED 265 451

Student Educational Objectives
Profile of the U.S. Student Abroad.
68p. 1mf. L1 ED 265 737

Student Evaluation
Alternative Assessment Techniques for High Risk Preschoolers.
14p. 1mf. L1 ED 265 684
Educational Standards, Accountability, and Student Assessment: Legal and Administrative Considerations for Competency Testing.
75p. 1mf. L1 ED 265 648
Evaluation of Pupil Achievement.
28p. 1mf. L1 ED 266 150
Feeling for the Student: An Analysis of the Art of Classroom Assessment.
173p. 2mf. L1 ED 266 165
In-Service Teacher Education: A Key to Excellence in Vocational Education. Proceedings of a National Conference (Washington, D.C., April 10, 1985).
82p. 1mf. L1 ED 265 410
Pupil Evaluation in Science. Report of a Study Group Meeting (Penang, Malaysia, January 9-18, 1985).
39p. 1mf. L2 ED 266 018
State Initiatives to Improve Undergraduate Education: ECS Survey Highlights.
6p. 1mf. L1 ED 265 800
Teacher-Written Student Tests: A Guide for Planning, Creating, Administering, and Assessing.
67p. 1mf. L2 ED 266 182

Student Evaluation of Teacher Performance
Getting a Perspective on Student Evaluation.
5p. 1mf. L1 ED 265 801

Student Experience
Profile of the U.S. Student Abroad.
68p. 1mf. L1 ED 265 737

Student Financial Aid
Does Need-Based Student Aid Discourage Saving for College?
28p. 1mf. L2 ED 265 783
National Association of State Scholarship and Grant Programs. 17th Annual Survey Report, 1985-86 Academic Year.
220p. 3mf. L1 ED 265 821
National Association of State Scholarship and Grant Programs. 14th Annual Survey, 1982-83 Academic Year.
258p. 3mf. L1 ED 265 820
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Cedar Rapids, IA).
107p. 2mf. L1 ED 265 770
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Urbana, IL).
209p. 3mf. L1 ED 265 771
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. (New York, NY).
158p. 2mf. L2 ED 265 819
SEOG Funds. Information on the Distribution of SEOG Funds to Students. GAO Briefing Report to Congressional Requestors.
48p. 1mf. L1 ED 265 791
Vocational Training and Education in Alberta. Coombe Lodge Case Study. Information Bank Number 2003.
30p. 1mf. L1 ED 265 304

Student Improvement
Improving Basic Skills in Reading and Mathematics. Final Evaluation Report 1984-1985.
114p. 2mf. L1 ED 266 097
Pupil Evaluation in Science. Report of a Study Group Meeting (Penang, Malaysia, January 9-18, 1985).
39p. 1mf. L2 ED 266 018
Results of a Project to Improve Proficiency Scores in Selected Ninth Grades, 1984-85 School Year. First-Year Evaluation Report: Knoxville City Schools (KCS).
28p. 1mf. L1 ED 265 620

Student Journals
Use of Student Journals in the Basic Speech Course.
14p. 1mf. L1 ED 265 583

Student Loan Programs
National Health Service Corps Amendments of 1985. Report to Accompany S. 1285. Ninety-Ninth Congress, First Session.
34p. 1mf. L1 ED 265 804

Student Needs
Assessment Study of the Communication Reticence of High School Students.
27p. 1mf. L1 ED 265 591
Counseling Students through Their Individual Learning Styles.
140p. 2mf. L1 ED 265 452
Educational Disadvantages of Junior High and High School Migrant Students in Wisconsin. Part One of a Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
15p. 1mf. L1 ED 266 005
Services for Learning Disabled Adults in California's Community Colleges.
31p. 1mf. L1 ED 265 892

Student Organizations
Role of the Future Homemakers of America Student Organization in Facilitating the Development of Critical Thinking Skills.
17p. 1mf. L1 ED 265 397

Student Personnel Services
Suicide Management Plan--Post Suicide Response.
23p. 1mf. L1 ED 265 437

Student Placement
Developing and Administering a State-Wide Speech Placement Testing Program.
11p. 1mf. L1 ED 265 585
Effects of Integrated Settings vs. Segregated Settings on the Adaptive Behavior of Mentally Retarded Children: A Review of the Literature.
12p. 1mf. L1 ED 265 700
Entrance Testing at Community Colleges.
14p. 1mf. L1 ED 265 903
Performance of San Joaquin Delta College Freshmen Students in Reading, Writing and Math by Ethnicity, High School Status and Age.
14p. 1mf. L1 ED 265 895
Transitional Bilingual Program Guidelines. Revised.
20p. 1mf. L2 ED 266 196

Student Problems
Educational Disadvantages of Junior High and High School Migrant Students in Wisconsin. Part One of a Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
15p. 1mf. L1 ED 266 005
Multimodal Self-Management for Children: An Holistic Program for Teachers.
16p. 1mf. L1 ED 265 441
Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
70p. 1mf. L1 ED 266 004

Student Projects
Organisation of Productive Work in Secondary Technical and Vocational Education in the United Kingdom. Studies in Technical and Vocational Education 2.
129p. 2mf. L2 ED 265 288

Student Promotion
Attendance, Homework, Promotion and Retention: A Manual on Policy Development and Administrative Procedures.
43p. 1mf. L1 ED 265 668

Student Publications
Program to Recognize Excellence in Student Literary Magazines, 1985. Ranked Magazines.
88p. 1mf. L1 ED 265 562

Student Reaction
Assigned Writing Tasks in School: A Search for Meaning.
20p. 1mf. L2 ED 265 541

Student Records
Education. Louisiana MSRTS Manual. Bulletin 1712.
178p. 2mf. L1 ED 265 980
Health. Louisiana MSRTS Manual. Bulletin 1711.
64p. 1mf. L1 ED 265 979
MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. Version 3.1. Radio Shack TRS-80 Model III.
176p. 2mf. L1 ED 265 294
MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. User's Guide and Reference Manual. Version 3.1. Apple II.
175p. 2mf. L1 ED 265 293

Student Recruitment
Education and Employment. A Handbook to Promote Sex Equity.
73p. 1mf. L1 ED 265 385
Improving Enrollments in Business Teacher Education Programs.
9p. 1mf. L1 ED 265 395
Liverpool Education Authority Further Education Management Audit Studies: 1984-85. Student Enrolments: Forecasting Trends. Coombe Lodge Working Paper. Information Bank Number 2037.
30p. 1mf. L1 ED 265 307
Recent Changes in Teacher Education Programs. Higher Education Panel Report Number 67.
44p. 1mf. L1 ED 266 126
Technical Report on the Prospective Student Inquiry Data File and Information System at California State University, Chico.
25p. 1mf. L1 ED 265 826

Student School Relationship
Building a Positive School Climate.
7p. 1mf. L1 ED 265 663
Indochinese Refugees: An Administrator's Handbook.
40p. 1mf. L1 ED 266 210

Student Teachers
Development of Teacher Perspectives: Final Report.
295p. 4mf. L1 ED 266 099
From Veteran Parent to Novice Teacher: A Case Study of a Student Teacher.
40p. 1mf. L1 ED 266 111
Scale of Student Teaching Concerns for Use with Early Childhood Education Teacher Trainees.
32p. 1mf. L1 ED 265 927

Students
Racial/Ethnic Survey--Students as of October 29, 1982.
50p. 1mf. L1 ED 266 214
Racial/Ethnic Survey--Students as of October 31, 1980.
49p. 1mf. L1 ED 266 212
Racial/Ethnic Survey--Students as of October 31, 1983.
50p. 1mf. L1 ED 266 215
Racial/Ethnic Survey--Students as of October 30, 1981.
51p. 1mf. L1 ED 266 213
Racial/Ethnic Survey--Students as of October 31, 1985.
56p. 1mf. L1 ED 266 216

Study Abroad
Profile of the U.S. Student Abroad.
68p. 1mf. L1 ED 265 737

Study Skills
Effect of Task Purpose on the Study Behaviors and Recall of Young Children. Technical Report No. 346.
38p. 1mf. L1 ED 265 493
Effects of High and Low Relevant Text Underlining on Test Performance.
20p. 1mf. L1 ED 265 520
Graphic Climate in History Class: The Perceptions of Seventh and Eleventh Graders.
18p. 1mf. L1 ED 265 518

Suicide
Federal Role in Addressing the Tragedy of Youth Suicide. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on Adequacy of Current Federal Research and Prevention Efforts and the Role of the Office of Juvenile Justice and Delinquency Prevention in Youth Suicides.
106p. 2mf. L1 ED 265 485
Mental Health, United States 1985.
233p. 3mf. L1 ED 265 444
Suicide Management Plan--Post Suicide Response.
23p. 1mf. L1 ED 265 437
Suicide: Theory, Identification, and Counseling Strategies. Searchlight Plus: Relevant Resources in High Interest Areas.
162p. 2mf. L1 ED 265 464

Summative Evaluation
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Functioning of the Hearings. Volume IV. Final Volume.
233p. 3mf. L1 ED 265 966
Evaluation of Pupil Achievement.
28p. 1mf. L1 ED 266 150

Summer Programs
Star Spangled Summer: 1986 Wisconsin Summer Library Program Manual. Bulletin No. 6257.
229p. 3mf. L1 ED 265 500

Superintendents
Decision Making of Public School Superintendents: The Involvement of Subordinates and Others.
57p. 1mf. L1 ED 265 615

Supervised Farm Practice
Guide for Meeting Credit and Sequence Requirements in the New York Regents' Action Plan through Supervised Occupational Experience Programs. Bridging the Gap between School and the Workplace.
31p. 1mf. L1 ED 265 399

Supervisory Training
Resident Supervisory Support for Teachers. Final Evaluation Report, E.C.I.A. Chapter 2, 1984-1985.
52p. 1mf. L1 ED 266 100

Supplemental Educational Opportunity Grants
SEOG Funds. Information on the Distribution of SEOG Funds to Students. GAO Briefing Report to Congressional Requestors.
48p. 1mf. L1 ED 265 791

Supplementary Education
Credit and Attendance Alternatives for a Competency-Based Instructional Program.
117p. 2mf. L1 ED 265 660
Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
70p. 1mf. L1 ED 266 004

Supplementary Reading Materials
New England. Reading for Young People.
194p. mf. L3 ED 265 499

Supplies
Simple Workstation for the Conservation of Library Materials.
12p. 1mf. L1 ED 265 866

Surveys
Credibility of Student Self-Reports.
64p. 1mf. L1 ED 266 174

Survival Language
Gikuyu ni Kioigire: A First Course in Kikuyu. 2: Aria-i na Aagikuyu: An Introduction to Kikuyu Conversation.
331p. 4mf. L1 ED 265 734

Sweden
Discovery Learning and Cognitive Development--The UKU Project.
14p. 1mf. L1 ED 265 920
Evaluation of Experimental Concentration of Studies in Upper Secondary School.
14p. 1mf. L1 ED 266 023
Research on Higher Education Program: An Overview. Swedish Research on Higher Education, 1985:8.
45p. 1mf. L1 ED 265 792
Studies of Day Care Center Climate and Its Effect on Children's Social and Emotional Behavior.
15p. 1mf. L1 ED 265 934

Synopses
Effects of Intraprogram Synopses on Children's Comprehension of Television Programming and Commercials.
19p. 1mf. L1 ED 265 975

Syntax
Development of a Transactional Self.
17p. 1mf. L1 ED 265 953

Systemic Evaluation Project
Specificity of Information in Data-Based Decision Making in Schools. Systemic Evaluation Project. Final Report.
43p. 1mf. L1 ED 266 158

Systems Approach
Context and Continuity: Changing Perspectives on Children.
18p. 1mf. L1 ED 265 952
Intra-Personal Skills: A Conceptual Model. Intra-Personal Skills Series. Coombe Lodge Working Paper. Information Bank Number 2047.
8p. 1mf. L1 ED 265 488

Tactile Adaptation
Reading Machines: Devices for Converting Print to Braille or Speech. Bibliography No. 85-2.
20p. 1mf. L1 ED 265 710

Taiwan
Vocational Education as an Innovation in the Republic of China--Computerization of School Administration.
28p. 1mf. L1 ED 265 402

Talent
Activities for Teaching the Gifted Across the Curriculum. 1985 Summer Institute.
69p. 1mf. L1 ED 265 724

Talent Identification
Use of Teacher-Judgment Measures in the Identification of Gifted Pupils.
49p. 1mf. L1 ED 265 679

Tax Allocation
Far, Far To Go: Public Spending for Children and Youth in Texas. Special Project Report.
71p. 1mf. L2 ED 266 211

Taxes
How Do Immigrants Affect Us Economically?
120p. 2mf. L1 ED 266 197

Teacher Attitudes
Complex Challenge of Professional Development: Current Trends and Future Opportunities.
41p. 1mf. L1 ED 265 911
Developing Public Confidence in Schools.
14p. 1mf. L1 ED 265 664
Differential Stress Levels in Primary Versus Secondary Classrooms.
26p. 1mf. L1 ED 266 098
Four Dimensions of Staff Development Activities as Related to Part-Time Community College Instructors' Needs, Awareness, and Levels of Participation.
64p. 1mf. L1 ED 265 890
Impact of Private, Nonpublic Education on the Field of Industrial Teacher Education.
12p. 1mf. L1 ED 265 354

(Continued)

Teacher Attitudes *(Continued)*
Information from Special Education Teachers for Improvement in Teacher Education Programs.
23p. 1mf. L1 ED 266 116
Teacher Job Satisfaction: A Perspective.
25p. 1mf. L1 ED 266 142
Teacher Training Research: A Process Writing Journey.
17p. 1mf. L1 ED 265 545
Teachers Expectations of Bilingual Children's Achievement.
13p. 1mf. L1 ED 266 117
When Curriculum Does Not Match Readiness.
8p. 1mf. L1 ED 265 947

Teacher Behavior
Patterns of Interpretation and the Autobiographical Method--Some Remarks for Educators.
12p. 1mf. L1 ED 265 644
Teacher Evaluation Study. Norming Study, Generic Competence Revision, Feedback Proposal, Cognitive Examinations, and Specialized Domains. Report for 1983-1984.
283p. 3mf. L1 ED 266 122
What Knowledge Is of Most Worth to Teachers? Insights from Studies of Teacher Thinking. Occasional Paper No. 86.
20p. 1mf. L1 ED 266 109

Teacher Burnout
Identifying and Handling Stress in Secondary Education.
29p. 1mf. L1 ED 266 091
Teacher Stress--An Ongoing Problem That Needs Attention.
15p. 1mf. L1 ED 266 139

Teacher Centers
Teacher Center Program. Final Evaluation Report 1984-1985.
85p. 1mf. L1 ED 266 096

Teacher Certification
Alternative Certification for Teachers. ERIC Digest 1, 1986.
4p. 1mf. L1 ED 266 137
Challenge of Reform in Teacher Education: An Historical Perspective of Program Changes in Teacher Education at the University of South Carolina, 1982-84.
16p. 1mf. L1 ED 266 106
Louisiana Standards for State Certification of School Personnel Part A. Part B Vocational-Technical Personnel. Bulletin 746.
124p. 2mf. L1 ED 266 108
Strengthening Teaching. A Review of Issues and Programs in New York State.
49p. 1mf. L1 ED 266 123
Teacher Evaluation and Assessment Center. Report for 1984-1985.
111p. 2mf. L1 ED 266 089
Teachers' Totter: A Report on Teacher Certification Issues. Occasional Paper of the Institute for the Study of Educational Policy No. 6.
123p. mf. L3 ED 266 086

Teacher Characteristics
Making Child Development Relevant for All Children: Implications for Teacher Education.
19p. 1mf. L1 ED 265 929
Educators in the Professions.
24p. 1mf. L1 ED 265 618
Getting a Perspective on Student Evaluation.
5p. 1mf. L1 ED 265 801
Investigation: Self-Esteem and Female Elementary School Teachers.
56p. 1mf. L1 ED 266 113

Teacher Corps
Networking: A Case Study and Developmental Model.
79p. 1mf. L1 ED 265 876

Teacher Developed Materials
Focus on Teaching Project. Final Report.
98p. 2mf. L1 ED 266 128
Modifying Commercial Software Yourself to Match Your Reading Instruction.
9p. 1mf. L1 ED 265 495

Teacher Education
Making Child Development Relevant for All Children: Implications for Teacher Education.
19p. 1mf. L1 ED 265 929
Alternative Certification for Teachers. ERIC Digest 1, 1986.
4p. 1mf. L1 ED 266 137
Efforts to Improve the Preparation of Teachers for Rural Schools.
12p. 1mf. L1 ED 265 993
Impact of Private, Nonpublic Education on the Field of Industrial Teacher Education.
12p. 1mf. L1 ED 265 354
International Study of the Impact of New Information Technologies on Curriculum and Institutional Structures.
46p. 1mf. L1 ED 265 873
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (59th, San Francisco, California, March 28-31, 1986).
193p. 3mf. L1 ED 266 044
Networking: A Case Study and Developmental Model.
79p. 1mf. L1 ED 265 876
Preparing the Technology Education Profession for the Future.
37p. 1mf. L1 ED 265 408
Reflections on Teacher Education. Monograph III.
127p. 2mf. L1 ED 266 105
Requirements for Preparing Regular Class Elementary Teachers for Education of Exceptional Children.
14p. 1mf. L1 ED 265 674
School and the University: What Went Wrong in America. Comparative Higher Education Research Group. Working Paper #8.
47p. 1mf. L1 ED 265 797
Study of Student Career Choices in Three High Schools of the Upper Cumberland Region of Middle Tennessee.
17p. 1mf. L1 ED 265 403
Symposium on the Initial and In-Service Training of Teachers of Modern Languages (Delphi, Greece, May 23-28, 1983).
156p. 2mf. L2 ED 265 732
Teaching Early Childhood Educators and Other Adults How to Use Computers.
3p. 1mf. L1 ED 265 935
Training Teachers of the Handicapped through a Competency Based Format to Instruct Motor Skills.
34p. 1mf. L1 ED 265 716
5 A's Dean's Grant Second Year Monograph. 1980-82.
149p. 2mf. L1 ED 265 701

Teacher Education Curriculum
Application of Instructional Design and Modeling Theory in Educational Psychology.
14p. 1mf. L1 ED 266 143
Efforts to Improve the Preparation of Teachers for Rural Schools.
12p. 1mf. L1 ED 265 993
Implementation of Strategies to Improve the Creative Behaviors of Prospective Preschool Teachers.
82p. 1mf. L1 ED 265 972
Teacher Education as a Moral Enterprise: Using the Humanities to Affect the Preparation of Teachers. A Special Initiatives Proposal to Improve the Preparation of Teachers.
22p. 1mf. L1 ED 266 125

Teacher Education Programs
Challenge of Reform in Teacher Education: An Historical Perspective of Program Changes in Teacher Education at the University of South Carolina, 1982-84.
16p. 1mf. L1 ED 266 106
Follow-up Study of Selected Graduates from the College of Education, University of Central Florida: A Preliminary Report (#85-1).
31p. 1mf. L2 ED 266 087
Improving Science Teacher Education Programs through Inclusion of Research on Classroom Psychosocial Environment.
42p. 1mf. L1 ED 266 011
Managing Students' Progress through Teacher Education Program.
10p. 1mf. L1 ED 266 092
Recent Changes in Teacher Education Programs. Higher Education Panel Report Number 67.
44p. 1mf. L1 ED 266 126
Strategies for Improving Teacher Education. MTIP Satellite Network Conference Proceedings (Austin, Texas, November 1-2, 1984; Austin, Texas, April 22-23, 1985).
68p. 1mf. L1 ED 266 094
Teacher Education and the Liberal Arts. Wingspread Conference of the Associated Colleges of the Midwest Report (October 11-13, 1985).
37p. 1mf. L1 ED 266 124

Teacher Educator Education
Symposium on the Initial and In-Service Training of Teachers of Modern Languages (Delphi, Greece, May 23-28, 1983).
156p. 2mf. L2 ED 265 732
Training of Science Teachers and Teacher Educators. Report of a Technical Working Group (Quezon City, Philippines, July 17-27, 1984).
78p. 1mf. L2 ED 266 017
5 A's Dean's Grant Second Year Monograph. 1980-82.
149p. 2mf. L1 ED 265 701

Teacher Educators
Impact of Private, Nonpublic Education on the Field of Industrial Teacher Education.
12p. 1mf. L1 ED 265 354
Research and the Improvement of Teaching: The Professor as the Problem.
58p. 1mf. L1 ED 266 114
Training of Science Teachers and Teacher Educators. Report of a Technical Working Group (Quezon City, Philippines, July 17-27, 1984).
78p. 1mf. L2 ED 266 017
5 A's Dean's Grant Second Year Monograph. 1980-82.
149p. 2mf. L1 ED 265 701

Teacher Effectiveness
Clinical Teacher Education Guidelines. Report No. 9071.
371p. 4mf. L1 ED 266 093
Effective Practices in Indian Education. Teacher's Monograph.
382p. 4mf. L1 ED 266 000
Effective Teaching of Reading: Research and Practice.
315p. 4mf. L1 ED 265 504
Faculty Evaluation at the Community College.
12p. 1mf. L1 ED 265 910
From Veteran Parent to Novice Teacher: A Case Study of a Student Teacher.
40p. 1mf. L1 ED 266 111
Getting a Perspective on Student Evaluation.
5p. 1mf. L1 ED 265 801
Teaching Mathematics and Science: Patterns of Microcomputer Use.
50p. 1mf. L2 ED 266 036
What Knowledge Is of Most Worth to Teachers? Insights from Studies of Teacher Thinking. Occasional Paper No. 86.
20p. 1mf. L1 ED 266 109

Teacher Employment
Teacher Supply Pipeline: The View from Four States.
18p. 1mf. L1 ED 266 118

Teacher Employment Benefits
University Benefits Survey. Part I (All Benefits Excluding Pensions).
159p. 2mf. L1 ED 265 805

Teacher Evaluation
Call for Professionalism.
16p. 1mf. L1 ED 266 101
In-Service Teacher Education: A Key to Excellence in Vocational Education. Proceedings of a National Conference (Washington, D.C., April 10, 1985).
82p. 1mf. L1 ED 265 410
Instructional Evaluation: Current Issues and Future Directions.
11p. 1mf. L1 ED 265 641
State Model for Local Evaluation, 1984-85. Tennessee Career Ladder Better Schools Program.
78p. 1mf. L1 ED 266 146
Teacher Evaluation and Assessment Center. Report for 1984-1985.
111p. 2mf. L1 ED 266 089
Teacher Evaluation Project. A Study of Measurement and Training Components Specified in the Management Training Act. Florida Statutes, Section 231.087. Final Report for 1982-1983.
229p. 3mf. L1 ED 266 121
Teacher Evaluation Study. Norming Study, Generic Competence Revision, Feedback Proposal, Cognitive Examinations, and Specialized Domains. Report for 1983-1984.
283p. 3mf. L1 ED 266 122
Teacher Supply Pipeline: The View from Four States.
18p. 1mf. L1 ED 266 118
Texas Examination of Current Administrators and Teachers (TECAT). Test Specifications.
101p. 2mf. L1 ED 266 164

Teacher Evaluation Project FL
Teacher Evaluation Project. A Study of Measurement and Training Components Specified in the Management Training Act. Florida Statutes, Section 231.087. Final Report for 1982-1983.
229p. 3mf. L1 ED 266 121
Teacher Evaluation Project. The Beginning Teacher Program, Intellectual Skills Development, Validity Studies of the Evaluation System, Special Instrument Development. Report for 1984-1985.
247p. 3mf. L1 ED 266 120
Teacher Evaluation Study. Norming Study, Generic Competence Revision, Feedback Proposal, Cognitive Examinations, and Specialized Domains. Report for 1983-1984.
283p. 3mf. L1 ED 266 122

Teacher Improvement
Expanding Professional Horizons: Increasing Professional Opportunities.
12p. 1mf. L1 ED 265 383
Improving Basic Skills in Reading and Mathematics. Final Evaluation Report 1984-1985.
114p. 2mf. L1 ED 266 097
Resident Supervisory Support for Teachers. Final Evaluation Report, E.C.I.A. Chapter 2, 1984-1985.
52p. 1mf. L1 ED 266 100

Teacher Influence
What Have We Learned from Instructional Technology?
15p. 1mf. L1 ED 266 080

Teacher Made Tests
Examples of Item Banks to Support Local Test Development: Two Case Studies With Reactions.
75p. 1mf. L1 ED 266 168
Feeling for the Student: An Analysis of the Art of Classroom Assessment.
173p. 2mf. L1 ED 266 165
Item Banking for Local Test Development: Practitioner's Handbook.
99p. 2mf. L1 ED 266 166
Reviews of Microcomputer Item Banking Software.
49p. 1mf. L1 ED 266 167
Teacher-Written Student Tests: A Guide for Planning, Creating, Administering, and Assessing.
67p. 1mf. L2 ED 266 182
Test Design Manual: Guidelines for Developing Diagnostic Tests. Diagnostic Testing Project.
99p. 2mf. L1 ED 266 159

Teacher Motivation
Study of Teacher Incentives for the District of Columbia Public Schools: Summary Report.
48p. 1mf. L1 ED 266 107

Teacher Orientation
Beginning Teachers and Changes in Self-Perceived Sources of Influence on Classroom Teaching Practices. Report No. 9067.
22p. 1mf. L1 ED 266 095
Strategies for Improving Teacher Education. MTIP Satellite Network Conference Proceedings (Austin, Texas, November 1-2, 1984; Austin, Texas, April 22-23, 1985).
68p. 1mf. L1 ED 266 094

Teacher Participation
Beacon Hill Elementary Staff Involvement Leads to Improvements. Profiles Programs & Products. Goal Based Education Number 46.
6p. 1mf. L1 ED 266 127
Four Dimensions of Staff Development Activities as Related to Part-Time Community College Instructors' Needs, Awareness, and Levels of Participation.
64p. 1mf. L1 ED 265 890
Researching Profession? The Growth of Classroom Action Research.
10p. 1mf. L1 ED 266 138
Teacher Center Program. Final Evaluation Report 1984-1985.
85p. 1mf. L1 ED 266 096

Teacher Recruitment
Strengthening Teaching. A Review of Issues and Programs in New York State.
49p. 1mf. L1 ED 266 123

Teacher Researchers
Teacher Training Research: A Process Writing Journey.
17p. 1mf. L1 ED 265 545

Teacher Retirement
University Benefits Survey. Part II (Pensions).
47p. 1mf. L1 ED 265 806

Teacher Role
ASHE Reader on Faculty and Faculty Issues in Colleges and Universities.
398p. mf. L3 ED 265 780
Educators in the Professions.
24p. 1mf. L1 ED 265 618
Feeling for the Student: An Analysis of the Art of Classroom Assessment.
173p. 2mf. L1 ED 266 165
Many Sectors, Many Professions. Comparative Higher Education Research Group. Working Paper #7.
69p. 1mf. L1 ED 265 796
Neuro-Linguistic Programming: A Discussion of Why and How.
10p. 1mf. L1 ED 265 925
Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.
174p. 2mf. L1 ED 265 982
Research Issues in Computer-Assisted Learning Environments.
18p. 1mf. L1 ED 265 823
Socio-Cultural Approach to the Study of Re-Mediation.
19p. 1mf. L1 ED 265 955
Use of Teacher-Judgment Measures in the Identification of Gifted Pupils.
49p. 1mf. L1 ED 265 679
Young Child and Music: Contemporary Principles in Child Development and Music Education. Proceedings of the Music in Early Childhood Conference (Provo, Utah, June 28-30, 1984).
123p. 2mf. L2 ED 265 949

Teacher Salaries
Faculty Salaries and Related Matters in the California Community Colleges, 1984-85. Commission Report 85-31.
16p. 1mf. L1 ED 265 897
Faculty Salary Differentials by Race: A Management School Case Study of Suspected Treatment Discrimination.
36p. 1mf. L1 ED 265 753
Illinois Teacher Salary Schedule and Policy Study. 1984-1985.
190p. 2mf. L1 ED 266 132

Teacher Student Relationship
Affinity-Seeking of Classroom Teachers.
16p. 1mf. L1 ED 265 603
Building a Positive School Climate.
7p. 1mf. L1 ED 265 663
Deaf Children's Acquisition of Prereading Skills Using the Reciprocal Teaching Procedure. Technical Report No. 350.
27p. 1mf. L1 ED 265 523
Discovery Learning and Cognitive Development--The UKU Project.
14p. 1mf. L1 ED 265 920
Effective Practices in Indian Education. Teacher's Monograph.
382p. 4mf. L1 ED 266 000
Guidelines for Cross-Cultural Communication between Students and Faculty.
22p. 1mf. L1 ED 265 595
Negotiating the Curriculum. Tutors and Students. Coombe Lodge Working Paper. Information Bank Number 1968.
27p. 1mf. L1 ED 265 303
What Have We Learned from Instructional Technology?
15p. 1mf. L1 ED 266 080

Teacher Workshops
Multimodal Self-Management for Children: An Holistic Program for Teachers.
16p. 1mf. L1 ED 265 441

Teachers
Educators in the Professions.
24p. 1mf. L1 ED 265 618

Teaching (Occupation)
ASHE Reader on Faculty and Faculty Issues in Colleges and Universities.
398p. mf. L3 ED 265 780
Educators in the Professions.
24p. 1mf. L1 ED 265 618
Influences of Personal and Academic Characteristics on Beginning Teacher Education Students' Attitudes, Concerns, and Anxieties Toward Teaching.
24p. 1mf. L1 ED 266 140
Professoriate: Occupation in Crisis.
396p. 5mf. L1 ED 265 816
Strengthening Teaching. A Review of Issues and Programs in New York State.
49p. 1mf. L1 ED 266 123
Teacher Job Satisfaction: A Perspective.
25p. 1mf. L1 ED 266 142
Teaching as a Career. High School Students' Perceptions of Teachers and Teaching.
62p. 1mf. L1 ED 266 088
Who Will Teach Our Children? A Strategy for Improving California's Schools. The Report of the California Commission on the Teaching Profession.
54p. 1mf. L1 ED 265 672

Teaching Load
Faculty Activity Analysis in the Universidad Tecnica Del Estado Campuses.
475p. 5mf. L1 ED 265 765

Teaching Methods
Aliteracy: What Teachers Can Do to Keep Johnny Reading.
17p. 1mf. L1 ED 265 528
Basic Electricity in Agricultural Mechanics.
191p. 2mf. L1 ED 265 369
Building Adaptable Basic Skills Models: Strategies for Surviving in the 80s.
21p. 1mf. L1 ED 265 919
Current Crisis in Literary Education.
11p. 1mf. L1 ED 265 572
Deaf Children's Acquisition of Prereading Skills Using the Reciprocal Teaching Procedure. Technical Report No. 350.
27p. 1mf. L1 ED 265 523
Effective Teaching of Reading: Research and Practice.
315p. 4mf. L1 ED 265 504
Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students.
88p. 1mf. L1 ED 266 006
Evaluation of Student Self-Esteem in Scarborough Schools. Scarborough's Co-operative Evaluation and Development of School Systems (CEDSS) Project. Internal Evaluation Report No. 8.
132p. 2mf. L1 ED 265 463
Evaluation of the Speed and Legibility of Italic Handwriting.
25p. 1mf. L1 ED 265 540
Evolution of a Diagnostic Teacher: A Reflective Analysis.
21p. 1mf. L1 ED 266 141
Implementation of Strategies to Improve the Creative Behaviors of Prospective Preschool Teachers.
82p. 1mf. L1 ED 265 972
Improvisational Drama in the Classroom (K-5).
18p. 1mf. L1 ED 265 597
Instructional Evaluation: Current Issues and Future Directions.
11p. 1mf. L1 ED 265 641
Kindergarten Reading: A Proposal for a Problem-Solving Approach. Technical Report No. 345.
38p. 1mf. L1 ED 265 492
Moving Windows: Evaluating the Poetry Children Write.
180p. mf. L3 ED 265 566
Neuro-Linguistic Programming: A Discussion of Why and How.
10p. 1mf. L1 ED 265 925
Nonfiction.
106p. 2mf. L1 ED 265 560
Physical Education for the Handicapped.
75p. 1mf. L1 ED 265 718
Poetry in the Classroom.
101p. 2mf. L2 ED 265 549
Preparing Educators to Collaborate: An Evaluation of Three Approaches.
19p. 1mf. L1 ED 266 130
Ram's Horn, Volume Three, 1-4 (Double Issue), Summer-Spring 1982-1983.
100p. 2mf. L2 ED 265 731
Reading Literature: Integrating Close Reading, Responding, and Writing--A Model for Teaching.
19p. 1mf. L1 ED 265 543
Recent Research on Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
3p. 1mf. L1 ED 266 019
Research on Written Composition: New Directions for Teaching.
380p. 4mf. L1 ED 265 552
Self Directed Learning and Distance Education. ZIFF Papiere 48.
37p. 1mf. L1 ED 265 825
Study of the Use of the Semantic Webbing Technique to Improve Reading Comprehension of Third and Fourth Graders.
64p. 1mf. L1 ED 265 490
Teaching Basic Reading Skills in Secondary Schools.
44p. 1mf. L1 ED 265 630
Teaching Early Childhood Educators and Other Adults How to Use Computers.
3p. 1mf. L1 ED 265 935
Teaching English in Japan.
13p. 1mf. L1 ED 265 741
Teaching Strategies in Algebra: The Effectiveness of Relating and Sequencing Algebraic Concepts.
14p. 1mf. L1 ED 266 007
Transition Time: Make It a Learning Time.
14p. 1mf. L1 ED 265 943
Use of Hand Tools in Agricultural Mechanics.
131p. 2mf. L1 ED 265 368
Vietnam in the Classroom: Fact, Fiction and Truth.
10p. 1mf. L1 ED 265 912
Write from the Start: Tapping Your Child's Natural Writing Ability.
237p. mf. L3 ED 265 569

Teaching Perspectives
Development of Teacher Perspectives: Final Report.
295p. 4mf. L1 ED 266 099

Teaching Skills
Beginning Secondary School Teacher's Guide. Some Problems and Suggested Solutions.
256p. mf. L3 ED 266 103
Texas Examination of Current Administrators and Teachers (TECAT). Test Specifications.
101p. 2mf. L1 ED 266 164

Team Teaching
Preparing Educators to Collaborate: An Evaluation of Three Approaches.
19p. 1mf. L1 ED 266 130

Teamwork
Parents and Teachers as Discipline Shapers.
35p. 1mf. L2 ED 265 945

Techni
Aircraft Electrical Systems Specialist (AFSC 42350), Volumes 1-3, and Change Supplement, Volume 3.
338p. 4mf. L1 ED 265 361

Technical Assistance
Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part III.
113p. 2mf. L1 ED 265 703
Courses on Population and Development: Aspects of Technical Co-operation.
61p. 1mf. L2 ED 266 048

Technical Education
Aircraft Pneudraulic Systems Mechanic (AFSC 42354).
727p. 8mf. L1 ED 265 359
Airframe Repair Specialist (AFSC 53153).
1012p. 11mf. L1 ED 265 362
Education and Worker Co-operatives. Some Perspectives of the Australian TAFE Connection.
29p. 1mf. L1 ED 265 296
Implementing Computer Integrated Manufacturing Technician Program.
14p. 1mf. L1 ED 265 394
Implementing Technology Education in America's Schools.
13p. 1mf. L1 ED 265 380
Printed Circuitboard: Design and Production. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 335
Robotics/Automated Systems Technicians.
9p. 1mf. L1 ED 265 398
V-TECS Guide for Electronics Mechanic.
303p. 4mf. L1 ED 265 371

Technical Writing
Study of Analogy and Person in Computer Documentation. Preliminary Report.
32p. 1mf. L1 ED 265 837
Technical Writing: Library Resources for Engineers. A Self-Paced Workbook for the University of Arkansas Libraries. Revised.
86p. 1mf. L1 ED 265 882

Technological Advancement
Class of 2001: Coping with the Computer Bandwagon. Words of Note Series.
18p. 1mf. L2 ED 266 069
Global High-Tech Economy Futures in the Information Age.
18p. 1mf. L1 ED 266 060
Higher Education and the American Resurgence. A Carnegie Foundation Special Report.
282p. 3mf. L2 ED 265 759
Identifying Advanced Technologies for Education's Future.
19p. 1mf. L1 ED 265 643
Implementing Technology Education in America's Schools.
13p. 1mf. L1 ED 265 380
International Study of the Impact of New Information Technologies on Curriculum and Institutional Structures.
46p. 1mf. L1 ED 265 873
Making the Transition in Technology, Training, and Education.
24p. 1mf. L1 ED 265 289
Mark Twain's Nemesis: The Paige Compositor.
36p. 1mf. L1 ED 265 544
Technology and the Goals of Quality Education in Pennsylvania.
61p. 1mf. L1 ED 265 404
Theory Z and American Education in an Advanced Industrial Society.
39p. 1mf. L1 ED 265 649
Very Large Scale Integration (VLSI).
14p. 1mf. L1 ED 265 841
What Have We Learned from Instructional Technology?
15p. 1mf. L1 ED 266 080

Technological Literacy
Differentiating between Science and Technology.
29p. 1mf. L1 ED 265 407
Education--Technology and Public Policy.
22p. 1mf. L1 ED 265 406
Implementing Technology Education in America's Schools.
13p. 1mf. L1 ED 265 380
Preparing the Technology Education Profession for the Future.
37p. 1mf. L1 ED 265 408
Technology and the Goals of Quality Education in Pennsylvania.
61p. 1mf. L1 ED 265 404
Technology Demonstration Program: Final 1984-85 Evaluation Report. Technology Demonstration Sites: Case Studies and Technology Report, Part A, Sections 11-15 and 17-20.
201p. 3mf. L1 ED 265 839

Technology
Campus Telephone Systems: Managing Change.
130p. 2mf. L2 ED 265 794
Differentiating between Science and Technology.
29p. 1mf. L1 ED 265 407
International Cooperation in Science. Science Policy Study--Hearings Volume 7. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 18, 19, 20, 27, 1985). No. 50.
1147p. 12mf. L1 ED 266 035
Mathematics, Science, and Technology Education: A Research Agenda.
100p. 2mf. L1 ED 266 037
Science Indicators: The 1985 Report.
333p. 4mf. L1 ED 266 043
Science, Technology and the Quality of Life.
11p. 1mf. L1 ED 266 076

Technology Transfer
Identifying Advanced Technologies for Education's Future.
19p. 1mf. L1 ED 265 643
International Study of the Impact of New Information Technologies on Curriculum and Institutional Structures.
46p. 1mf. L1 ED 265 873

Telecommunications
E.T. Phone Home. Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 312
Electronic Networking as an Avenue of Enhanced Professional Interchange.
10p. 1mf. L1 ED 265 851
Knowledge Development and Utilization: Getting Employability Research into Public Use.
55p. 1mf. L1 ED 265 414

Teleconferencing
Use of Teleconferencing to Conduct Interim Business.
35p. 1mf. L1 ED 265 827

Telephone Communications Systems
Campus Telephone Systems: Managing Change.
130p. 2mf. L2 ED 265 794

Telephone Usage Instruction
Taking Telephone Calls. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 317

Television
Field Test of a Structured Television Curriculum on the Mathematics Achievement of Incarcerated High School Equivalency Learners.
11p. 1mf. L1 ED 266 040

Television Commercials
Effects of Intraprogram Synopses on Children's Comprehension of Television Programming and Commercials.
19p. 1mf. L1 ED 265 975

Television News
New Directions in Journalism Research. A Selection of Papers from the Colloquium on Research in Journalism (Dubrovnik, Yugoslavia, April 1985). Publications Series B.
128p. 2mf. L1 ED 265 538

Television Research
Differences in Perception and Appreciation of "Goodbye, Farewell, and Amen" as a Function of Viewing Context.
17p. 1mf. L1 ED 265 578
Personnel Characteristics, Job Satisfaction, and Organizational Styles of Television Program Directors Over Market Ranks and Station Sizes.
33p. 1mf. L1 ED 265 579
Review of Research on the Educational Potential of 3-2-1 Contact: A Children's TV Series on Science and Technology. A Report for the Children's Television Workshop and the National Science Foundation.
52p. 1mf. L1 ED 265 849

Television Viewing
Differences in Perception and Appreciation of "Goodbye, Farewell, and Amen" as a Function of Viewing Context.
17p. 1mf. L1 ED 265 578
Effects of Intraprogram Synopses on Children's Comprehension of Television Programming and Commercials.
19p. 1mf. L1 ED 265 975
Influence of Television on Children's Attentional Abilities.
12p. 1mf. L1 ED 265 933
Parent-Child Communication about Television: A View from the Parent's Perspective.
27p. 1mf. L1 ED 265 840

Tennessee
HCI-IFU: Infant Follow-Up Services Offered by the Tennessee Department of Health and Environment.
19p. 1mf. L1 ED 265 941
State Model for Local Evaluation, 1984-85. Tennessee Career Ladder Better Schools Program.
78p. 1mf. L1 ED 266 146
State-Wide Study of Financial Issues Affecting Tennessee Public Schools.
12p. 1mf. L1 ED 265 613

Tenure
ASHE Reader on Faculty and Faculty Issues in Colleges and Universities.
398p. mf. L3 ED 265 780

Test Construction
Assessment of Positive Sex-Role Characteristics.
18p. 1mf. L1 ED 265 476

(Continued)

Test Construction *(Continued)*
Developing and Administering a State-Wide Speech Placement Testing Program.
11p. 1mf. L1 ED 265 585
Examples of Item Banks to Support Local Test Development: Two Case Studies With Reactions.
75p. 1mf. L1 ED 266 168
Graphic Climate in History Class: The Perceptions of Seventh and Eleventh Graders.
18p. 1mf. L1 ED 265 518
Item Banking for Local Test Development: Practitioner's Handbook.
99p. 2mf. L1 ED 266 166
Reviews of Microcomputer Item Banking Software.
49p. 1mf. L1 ED 266 167
Student Attitudes Toward Economics--Development of an Attitude Questionnaire.
19p. 1mf. L1 ED 266 187
Teacher-Written Student Tests: A Guide for Planning, Creating, Administering, and Assessing.
67p. 1mf. L2 ED 266 182
Test Design Manual: Guidelines for Developing Diagnostic Tests. Diagnostic Testing Project.
99p. 2mf. L1 ED 266 159
Two Case Studies of Local Test Development.
109p. 2mf. L1 ED 266 169

Test Interpretation
Between-Groups Experimental Design for Studies of Rights and Formula Scoring.
9p. 1mf. L1 ED 266 145
Student Change, Program Change: Why SAT Scores Kept Falling.
15p. 1mf. L1 ED 266 189

Test Items
Teacher-Written Student Tests: A Guide for Planning, Creating, Administering, and Assessing.
67p. 1mf. L2 ED 266 182
Test Design Manual: Guidelines for Developing Diagnostic Tests. Diagnostic Testing Project.
99p. 2mf. L1 ED 266 159

Test Norms
Student Change, Program Change: Why SAT Scores Kept Falling.
15p. 1mf. L1 ED 266 189
Teacher Evaluation Study. Norming Study, Generic Competence Revision, Feedback Proposal, Cognitive Examinations, and Specialized Domains. Report for 1983-1984.
283p. 3mf. L1 ED 266 122

Test Reliability
Assessing Silent Reading during the Process: An Investigation of the Opin Procedure.
27p. 1mf. L1 ED 265 529
Assessment of Positive Sex-Role Characteristics.
18p. 1mf. L1 ED 265 476
Scale of Student Teaching Concerns for Use with Early Childhood Education Teacher Trainees.
32p. 1mf. L1 ED 265 927
Use of Standardized Reading Tests as Measures of Reading Achievement.
9p. 1mf. L1 ED 265 508

Test Results
TELLS: Testing for Essential Learning and Literacy Skills. 1984-85 Statewide Test Results. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools.
72p. 1mf. L1 ED 266 144
TELLS: Testing for Essential Learning and Literacy Skills. Summary of Results 1984. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools.
90p. 1mf. L1 ED 266 191
Testing Results for Minority Isolated Schools. San Diego City Schools, Spring 1984. Report No. 375.
420p. 5mf. L1 ED 266 170

Test Score Decline
Student Change, Program Change: Why SAT Scores Kept Falling.
15p. 1mf. L1 ED 266 189

Test Specifications
English Language Arts: Reading Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS).
46p. 1mf. L1 ED 266 162
English Language Arts: Writing Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS).
39p. 1mf. L1 ED 266 161
Texas Examination of Current Administrators and Teachers (TECAT). Test Specifications.
101p. 2mf. L1 ED 266 164

Test Theory
Applied Studies in Computerized Diagnostic Testing: Implications for Practice. Diagnostic Testing Project.
22p. 1mf. L1 ED 266 157
Asymptotic Properties of Induced Maximum Likelihood Estimates of Nonlinear Models for Item Response Variables: The Finite-Generic-Item-Pool Case.
42p. 1mf. L1 ED 266 177
Between-Groups Experimental Design for Studies of Rights and Formula Scoring.
9p. 1mf. L1 ED 266 145

Test Validity
Effects of Home Care on the Quality of Circumstances of the Elderly.
30p. 1mf. L1 ED 265 469
Religion and Wellbeing: Concurrent Validation of the Spiritual Well-Being Scale.
10p. 1mf. L1 ED 266 171
Scale of Student Teaching Concerns for Use with Early Childhood Education Teacher Trainees.
32p. 1mf. L1 ED 265 927
Teachers' Totter: A Report on Teacher Certification Issues. Occasional Paper of the Institute for the Study of Educational Policy No. 6.
123p. mf. L3 ED 266 086
Testing a Test: The Effect of Prior Knowledge on a Standardized Test.
64p. 1mf. L1 ED 265 498

Test Wiseness
Effects of High and Low Relevant Text Underlining on Test Performance.
20p. 1mf. L1 ED 265 520

Testing
Academic Tasks and Research in Science Teaching.
17p. 1mf. L1 ED 266 010

Testing for Essential Learning And Literacy
TELLS: Testing for Essential Learning and Literacy Skills. 1984-85 Statewide Test Results. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools.
72p. 1mf. L1 ED 266 144

Testing for Essential Learning and Literacy
TELLS: Testing for Essential Learning and Literacy Skills. Summary of Results 1984. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools.
90p. 1mf. L1 ED 266 191

Testing Problems
Testing a Test: The Effect of Prior Knowledge on a Standardized Test.
64p. 1mf. L1 ED 265 498

Testing Programs
Call for Professionalism.
16p. 1mf. L1 ED 266 101
Developing and Administering a State-Wide Speech Placement Testing Program.
11p. 1mf. L1 ED 265 585
English Language Arts: Reading Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS).
46p. 1mf. L1 ED 266 162
English Language Arts: Writing Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS).
39p. 1mf. L1 ED 266 161
Entrance Testing at Community Colleges.
14p. 1mf. L1 ED 265 903
Investigation of the Feasibility of Using the Three Parameter IRT Model in Florida's Student Assessment Program.
46p. 1mf. L1 ED 266 153
Investigation of the Feasibility of Using the Three-Parameter Model for Florida's Statewide Assessment Tests.
63p. 1mf. L1 ED 266 152
Item Banking for Local Test Development: Practitioner's Handbook.
99p. 2mf. L1 ED 266 166
TELLS: Testing for Essential Learning and Literacy Skills. Summary of Results 1984. Turning the Tide, An Agenda for Excellence in the Pennsylvania Public Schools.
90p. 1mf. L1 ED 266 191
Two Case Studies of Local Test Development.
109p. 2mf. L1 ED 266 169
Using State Test Data for National Indicators of Education Quality: A Feasibility Study. Final Report.
275p. 3mf. L1 ED 266 156

Tests
Skills for Solving Word Problems: Testing and Teaching Them. A Progress Report of a Project Being Conducted at South Dakota State University.
27p. 1mf. L1 ED 266 025

Texas
Child Care: Exploring Private and Public Sector Approaches. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session (Irving, TX).
179p. 2mf. L1 ED 265 922
Far, Far To Go: Public Spending for Children and Youth in Texas. Special Project Report.
71p. 1mf. L2 ED 266 211

Texas Educational Assessment of Minimum Ski
English Language Arts: Reading Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS).
46p. 1mf. L1 ED 266 162
English Language Arts: Writing Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS).
39p. 1mf. L1 ED 266 161

Texas Examination Current Administrators Te
Texas Examination of Current Administrators and Teachers (TECAT). Test Specifications.
101p. 2mf. L1 ED 266 164

Text Structure
Strategic Abilities of Above Average and Average High School Students: A Function of Text Conditions.
28p. 1mf. L1 ED 265 519

Textbook Content
Anaphora in Basal Reader Selections: How Frequently Do They Occur?
18p. 1mf. L1 ED 265 514
Contexts for Learning to Write: Studies of Secondary School Instruction. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
224p. mf. L3 ED 265 558

Textbook Research
Anaphora in Basal Reader Selections: How Frequently Do They Occur?
18p. 1mf. L1 ED 265 514
Contexts for Learning to Write: Studies of Secondary School Instruction. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
224p. mf. L3 ED 265 558

Textbooks
Meaning of School Accounts: A Self-Instructional Text. 4th Edition.
119p. 2mf. L1 ED 265 622

Theater Arts
Alternative Methods to Practicum Grading.
9p. 1mf. L1 ED 265 605

Theological Education
Recruiting Seminary Trustees.
23p. 1mf. L1 ED 265 775
Selection of Seminary Presidents: An Informal Guide for Trustee Search Committees.
28p. 1mf. L1 ED 265 809

Theories
Human Development: The Early Years.
45p. 1mf. L1 ED 265 960

Theory Practice Relationship
Exploring the Relationship between Research & Practice: The Impact of Assuming the Role of Action Researcher in One's Own Classroom.
26p. 1mf. L1 ED 266 110
Problems of Applying Communication/Behavior Theories to a Program of Smoking Reduction.
22p. 1mf. L1 ED 265 582

Theory Z
Theory Z and American Education in an Advanced Industrial Society.
39p. 1mf. L1 ED 265 649

Therapeutic Recreation
Recreation Therapy: Implications for the Ventilator Assisted Child.
16p. 1mf. L1 ED 265 704

Thinking across the Curriculum
Writing and Reading across the Curriculum; Proceedings of the Claremont Reading Conference (52nd, Claremont, California, March 22-23, 1985). Forty-Ninth Yearbook.
276p. mf. L3 ED 265 503

Three Parameter Model
Investigation of the Feasibility of Using the Three-Parameter Model for Florida's Statewide Assessment Tests.
63p. 1mf. L1 ED 266 152
Investigation of the Feasibility of Using the Three Parameter IRT Model in Florida's Student Assessment Program.
46p. 1mf. L1 ED 266 153

Time Factors (Learning)
Evaluation of Experimental Concentration of Studies in Upper Secondary School.
14p. 1mf. L1 ED 266 023
Interaction of Learner Control and Prior Conceptual Understanding in Computer-Assisted Video Instruction.
33p. 1mf. L1 ED 265 845
Sensitive Period Hypothesis: A Review of Literature Regarding Acquisition of a Native-Like Pronunciation in a Second Language.
20p. 1mf. L1 ED 265 745

Time Management
Evaluation of Experimental Concentration of Studies in Upper Secondary School.
14p. 1mf. L1 ED 266 023

Tobacco
Comprehensive Smokeless Tobacco and Health Education Act of 1985. United States Senate, Ninety-Ninth Congress, First Session. Report to Accompany S.1574.
21p. 1mf. L1 ED 265 461
Smokeless Tobacco: Attitudes and Practices in a Sample of Preservice Teachers.
16p. 1mf. L1 ED 266 135

Toddlers
Factors Influencing Parent-Toddler Affiliative Interaction: Implications for Child Care Programming.
16p. 1mf. L1 ED 265 944

Togo
Unequal Knowledge Distribution: The Schooling Experience in a Togolese Secondary School. Occasional Papers Series, Number 9.
60p. 1mf. L2 ED 266 070

Topicality
Topicality 1 and Topicality 2: A Quest for True Meaning.
22p. 1mf. L1 ED 265 573

Torts
Tort Liability and Risk Management in Adventure Education.
25p. 1mf. L1 ED 265 998

Toys
Father Involvement, Sex-Typing and the Toy Play of Children.
18p. 1mf. L2 ED 265 427

Trade and Industri
Selection to Pre-Employment Trades Based Courses. Working Paper 5.
78p. 1mf. L1 ED 265 298

Trade and Industrial Education
Applied Industrial Electronics: Power Control and Electronic Troubleshooting.
319p. 4mf. L2 ED 265 417
Apprentice Machinist (AFSC 53130), Volumes 1-4, and Change Supplement (AFSC 42730).
491p. 6mf. L1 ED 265 360
Introduction to Auto Body. Vocational Trade and Industrial Education.
683p. 8mf. L2 ED 265 419
Machinist (AFSC 42750).
584p. 7mf. L1 ED 265 356
Manufacturing Process. Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 337
MOT Test Procedures. Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 334
Residential Carpentry.
1147p. 12mf. L2 ED 265 418
Technology and the Goals of Quality Education in Pennsylvania.
61p. 1mf. L1 ED 265 404
Tools of the Trade. Youth Training Scheme. Core Exemplar Work Based Project.
25p. 1mf. L1 ED 265 332

Trade and Industrial Teachers
Are We Really Teaching Occupational Analysis?
28p. 1mf. L1 ED 265 393
Impact of Private, Nonpublic Education on the Field of Industrial Teacher Education.
12p. 1mf. L1 ED 265 354

Training Methods
Comparative Study on the Effects of Traditional versus Wholistic Physical Fitness Programs.
35p. 1mf. L1 ED 266 129
Training's Practices: Education and Training within the American Firm.
246p. 3mf. L1 ED 265 378

Training Opportunities Programs NY
Training Opportunities Program: Special Edducation Component, 1983-1984. Final Evaluation Report.
81p. 1mf. L1 ED 265 715

Transactional Analysis
Marginal Performance--A TA Model for Counselling and Appraising. Coombe Lodge Working Paper. Information Bank Number 1752.
8p. 1mf. L1 ED 265 487

Transactional Self
Development of a Transactional Self.
17p. 1mf. L1 ED 265 953

Transfer Policy
Articulation of TAFE Middle-Level and Higher Education Courses in Australia.
267p. 3mf. L1 ED 265 297
Underrepresentation of Minorities Who Transfer to Baccalaureate Institutions.
12p. 1mf. L1 ED 265 999

Transition Time
Transition Time: Make It a Learning Time.
14p. 1mf. L1 ED 265 943

Transitional Programs
Educational Training in a Pre-Release Correctional Center/A Collaborative Model.
14p. 1mf. L1 ED 265 391
Erasmus Hall High School Bilingual Program 1983-1984. O.E.A. Evaluation Report.
47p. 1mf. L1 ED 266 203
Institutional Background for the Transition from School to Working Life in the FRG. Coombe Lodge Working Paper. Information Bank Number 1881.
22p. 1mf. L1 ED 265 301

Travel
Profile of the U.S. Student Abroad.
68p. 1mf. L1 ED 265 737

Trend Analysis
Curriculum Power: Thinking Futuristically, Acting Realistically.
22p. 1mf. L1 ED 266 056
Mental Retardation: Topics of Today--Issues of Tomorrow.
119p. 2mf. L2 ED 265 687
Trends in Teenage Childbearing, United States, 1970-81. Data from the National Vital Statistics System.
32p. 1mf. L1 ED 265 475

Tribal Government
Focus on Navajo Tribal Government.
26p. 1mf. L1 ED 265 992

Trinity University TX
Developing a Management Information System.
15p. 1mf. L1 ED 265 870

Troubleshooting
Applied Industrial Electronics: Power Control and Electronic Troubleshooting.
319p. 4mf. L2 ED 265 417
Microcomputer Troubleshooting Training.
17p. 1mf. L1 ED 265 396

Trustees
ACCT Trustee Quarterly; Volume 9, Numbers 1-4, 1984-1985.
144p. 2mf. L1 ED 265 915
Composition of Governing Boards, 1985. A Survey of College and University Boards. AGB Special Report.
45p. 1mf. L1 ED 265 810
Nominating Committee. AGB Standing Committee Series.
21p. 1mf. L1 ED 265 808
Recruiting Seminary Trustees.
23p. 1mf. L1 ED 265 775
Trusteeship in the Private College.
180p. mf. L3 ED 265 769

Turboprop Engines
Turboprop Propulsion Mechanic.
657p. 7mf. L1 ED 265 355

Turkeys
Calculating the Profitability of Christmas Turkeys Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 328

Twain (Mark)
Mark Twain's Nemesis: The Paige Compositor.
36p. 1mf. L1 ED 265 544

Two Year College Students
Attitudes and Student Perceptions: Their Measure and Relationship to Performance in Elementary Algebra, Intermediate Algebra, College Algebra and Technical Mathematics.
23p. 1mf. L1 ED 265 901
Evaluation of the San Joaquin Delta College Basic Skills Program, Spring 1985.
76p. 1mf. L1 ED 265 894
Performance of San Joaquin Delta College Freshmen Students in Reading, Writing and Math by Ethnicity, High School Status and Age.
14p. 1mf. L1 ED 265 895
Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
90p. 1mf. L1 ED 265 798

Two Year Colleges
Making the Transition in Technology, Training, and Education.
24p. 1mf. L1 ED 265 289

Undergraduate Students
Undergraduates as Adult Communicators: A Life Skills Model for Curriculum Change.
13p. 1mf. L2 ED 265 601

Undergraduate Study
ASHE Reader on Academic Programs in Colleges and Universities.
393p. mf. L3 ED 265 779
State Initiatives to Improve Undergraduate Education: ECS Survey Highlights.
6p. 1mf. L1 ED 265 800

Unemployment
Global Unemployment: Challenge to Futurists.
26p. 1mf. L1 ED 266 084
Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Overview.
36p. 1mf. L2 ED 266 205
Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Report.
388p. 5mf. L2 ED 266 206
Relationship of Budget Policy to Unemployment. Hearing before the Task force on Economic Policy and the Task Force on Human Resources of the Committee on the Budget, House of Representatives, Ninety-Ninth Congress, First Session (November 20, 1985).
82p. 1mf. L1 ED 266 230
Training's Benchmarks. A Statistical Sketch of Employer-Provided Training and Education: 1969-1981. Task I Report: The Impact of Public Policy on Education and Training in the Private Sector.
140p. 2mf. L1 ED 265 379
Worker Dislocation: A Policy Study and Selected References on Worker Dislocation and the Unemployment Process. An Annotated Bibliography.
133p. 2mf. L1 ED 265 386

United Kingdom
Organisation of Productive Work in Secondary Technical and Vocational Education in the United Kingdom. Studies in Technical and Vocational Education 2.
129p. 2mf. L2 ED 265 288

United Nations
Basic Facts about the United Nations.
143p. 2mf. L2 ED 266 051
Charter of the United Nations and Statute of the International Court of Justice.
47p. 1mf. L2 ED 266 050
Hope for Tomorrow: A Booklet of Questions and Answers. The United Nations for Young People.
20p. 1mf. L2 ED 266 064
Multilateral Organizations for the 1990's: A Report of a Series of Workshops, a Conference, and Various Study Groups. October 1984 to January 1985.
60p. 1mf. L1 ED 266 065
United Nations General Information Kit.
269p. 3mf. L2 ED 266 046

United States
Changing Functions of Higher Education: Implications for Innovation. Reports from the 1984 OECD/Japan Seminar on Higher Education.
235p. 3mf. L1 ED 265 756
Effect of Visual and Verbal Strategies on Children's Solutions of Figured Matrices in Japan and the United States.
29p. 1mf. L1 ED 266 194
Guide to Theses and Dissertations: An International Bibliography of Bibliographies. Revised and Enlarged Edition.
264p. mf. L3 ED 265 777
Hospital Use by Children in the United States and Canada. Comparative International Vital and Health Statistics Reports.
76p. 1mf. L1 ED 265 474
Population Profile of the United States 1983/84.
55p. 1mf. L1 ED 266 222
Radical Press and the Beginning of the Birth Control Movement in the United States.
31p. 1mf. L1 ED 265 559

United States History
Grammar and Good Taste: Reforming the American Language.
263p. mf. L3 ED 265 546
Navajo History: The Land and the People.
359p. 4mf. L2 ED 265 990

Universidad Tecnica del Estado (Chile)
Faculty Activity Analysis in the Universidad Tecnica Del Estado Campuses.
475p. 5mf. L1 ED 265 765

Universities
Proposiciones Sobre Autonomia Universitaria. (Propositions on University Autonomy).
26p. 1mf. L1 ED 265 996

University of Arkansas
Library Resources: A Self-Paced Workbook for the University of Arkansas Libraries. Revised .
75p. 1mf. L1 ED 265 874
Technical Writing: Library Resources for Engineers. A Self-Paced Workbook for the University of Arkansas Libraries. Revised.
86p. 1mf. L1 ED 265 882

University of British Columbia (Canada)
Continuing Education and Cultural Activities of the University of British Columbia, 1984-1985. A Report to the President, the Senate, and the Board of Governors.
61p. 1mf. L1 ED 265 766

University of California Santa Barbara
Implementing Microcomputers in Academic Departments: Changing the Face of Academic and Administrative Life at the University of California, Santa Barbara.
12p. 1mf. L1 ED 265 767

University of Waterloo (Ontario)
Instructional Development for Distance Education.
6p. 1mf. L1 ED 265 638

University of Wisconsin Stevens Point
Assessment of Need for Administrative Development on a University Campus: A Report.
37p. 1mf. L1 ED 265 764

Unwed Mothers
Barriers to Self-Sufficiency for Single Female Heads of Families. Hearings before a Subcommitee of the Committee on Government Operations, House of Representatives, Ninety-Ninth Congress, First Session (July 9-10, 1985).
827p. 9mf. L1 ED 266 228

Urban Programs
Commitment to Literacy. Report of the Greater Cleveland Communication Skills Study Group.
26p. 1mf. L1 ED 265 534

Urban Universities
Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
90p. 1mf. L1 ED 265 798

Urban Youth
Farm Experience: Its Importance in a Child's Life.
13p. 1mf. L1 ED 265 958

Use Studies
"Successful" Teachers' Patterns of Microcomputer-Based Mathematics and Science Instruction. A RAND Note.
262p. 3mf. L2 ED 265 838
Microcomputers in Schools, 1984-85. A Comprehensive Survey and Analysis.
130p. 2mf. L1 ED 265 822
Support System of the Hispanic Elderly and the Use of Formal Social Services.
25p. 1mf. L2 ED 265 981
Use of the Computer in Louisiana Schools. Bulletin 1679.
26p. 1mf. L1 ED 265 828
Use of the Computer in Louisiana Schools. Fourth Annual Report. Bulletin 1679, Revised.
139p. 2mf. L1 ED 265 829

USSR
Vocational Training in the USSR. Coombe Lodge Working Paper. Information Bank Number 2023.
36p. 1mf. L1 ED 265 305

Validity
Credibility of Student Self-Reports.
64p. 1mf. L1 ED 266 174
Resource Papers and Technical Reports. Research into Practice Project.
174p. 2mf. L1 ED 266 172

Values
Fundamentals of an African American Value System.
9p. 1mf. L1 ED 266 067

Values Education
Farm Experience: Its Importance in a Child's Life.
13p. 1mf. L1 ED 265 958
Value-Centered Education and Moral Commitment.
6p. 1mf. L2 ED 265 814

Vandalism
Psychological Approaches to Problems of Children and Adolescents. Volume II.
432p. 5mf. L1 ED 265 456

Vendors
New Directions in Library and Information Science Education. Final Report. Volume 2.6: Database Distributor/Service Professional Competencies.
24p. 1mf. L1 ED 265 859
New Directions in Library and Information Science Education. Final Report. Volume 2.12: Library System Supplier Professional Competencies.
59p. 1mf. L1 ED 265 865

Ventilator Dependence
Recreation Therapy: Implications for the Ventilator Assisted Child.
16p. 1mf. L1 ED 265 704

Verbal Communication
Communicative Relevancies of Instrument Flight; A Technologically Contingent World.
9p. 1mf. L1 ED 265 592
Effects of Augmented Verbal Information Feedback in the Motor Skill Learning of Totally Blind Subjects Fourteen to Twenty-one Years of Age.
16p. 1mf. L1 ED 266 112
Willingness to Communicate: The Construct and Its Measurement.
11p. 1mf. L1 ED 265 604

Verbal Learning
Effect of Visual and Verbal Strategies on Children's Solutions of Figured Matrices in Japan and the United States.
29p. 1mf. L1 ED 266 194
Effects of Early vs. Late Cerebral Lesions on Verbal Learning and Memory in Children.
9p. 1mf. L1 ED 265 677
Verbal Math Problem Solving: What the Research on Instruction Tells Us.
39p. 1mf. L1 ED 265 719

Victims of Crime
Crime and the Hispanic Elderly.
20p. 1mf. L1 ED 265 459

Video Equipment
Interaction of Learner Control and Prior Conceptual Understanding in Computer-Assisted Video Instruction.
33p. 1mf. L1 ED 265 845

Videodisc Recordings
Designing Videodisc-Based Courseware for the High School.
26p. 1mf. L1 ED 265 844
Evaluation of a Computer-Controlled Videodisc Program To Teach Pediatric Neuromotor Assessment. Revised.
42p. 1mf. L1 ED 265 852

Videodiscs
Evaluation of a Computer-Controlled Videodisc Program To Teach Pediatric Neuromotor Assessment. Revised.
42p. 1mf. L1 ED 265 852

Videotape Recordings
Directory of Australian Multicultural Films and Videos. A Resource Guide for Community Groups, Teachers, Film-makers, Researchers, Librarians.
140p. 2mf. L2 ED 266 209
Improvement in Grades and Dropout Rates of Apprehensive College Students Who Voluntarily Videotaped Their Speeches.
23p. 1mf. L1 ED 265 609

Vietnam War
Vietnam in the Classroom: Fact, Fiction and Truth.
10p. 1mf. L1 ED 265 912

Vietnamese People
Sach Huong Dan Nguoiti Nan O Hoa Ky (Your New Life in the United States). Vietnamese Edition.
218p. 3mf. L1 ED 265 752

Violence
Achieving Reasonable Campus Security. Self-Regulation Initiatives: Resource Documents for Colleges and Universities, No. 2.
6p. 1mf. L1 ED 265 774
Gender Differences: Effects of Stress on Expressed and Received Abuse.
17p. 1mf. L1 ED 265 483
Is the Authoritarian Trait in Mental Health Workers a Significant Predictor Variable of Patient Assault?
69p. 1mf. L2 ED 265 460

Virgin Islands
Clear de Road. A Virgin Islands History Textbook.
209p. 3mf. L1 ED 266 055
Clear de Road: A Manual for Teachers to Accompany a Virgin Islands History Textbook of the Same Name on Virgin Islands History for Fourth Grade.
136p. 2mf. L1 ED 266 054

Vision
Optometry Specialist.
407p. 5mf. L1 ED 265 401

Visitation Rights
Grandparents' Rights. Report from the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. To Accompany H. Con. Res. 67.
5p. 1mf. L1 ED 265 470

Visitors Books
Visitors Book. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 319

Visual Aids
Graphic Climate in History Class: The Perceptions of Seventh and Eleventh Graders.
18p. 1mf. L1 ED 265 518

Using the Rods for Structural Grammar.
7p. 1mf. L1 ED 265 747

Visual Discrimination
Graphic Climate in History Class: The Perceptions of Seventh and Eleventh Graders.
18p. 1mf. L1 ED 265 518

Visual Impairments
Cataract Surgery: Fraud, Waste, and Abuse. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.
104p. 2mf. L2 ED 265 468

Visual Impairment Education in Wisconsin--Outreach Services. Bulletin No. 5376.
19p. 1mf. L1 ED 265 730

Visual Learning
Effect of Visual and Verbal Strategies on Children's Solutions of Figured Matrices in Japan and the United States.
29p. 1mf. L1 ED 266 194

Visual Perception
Reading Research: Advances in Theory and Practice. Volume 5.
356p. mf. L3 ED 265 505

Sequential Processes in Image Generation: An Objective Measure. Technical Report #6.
68p. 1mf. L1 ED 266 188

Visual Hemispheric Specialization: A Computational Theory. Technical Report #7.
84p. 1mf. L1 ED 266 190

Voc
Vocational Training in the USSR. Coombe Lodge Working Paper.

Information Bank Number 2023.
36p. 1mf. L1 ED 265 305

Vocabulary
Gikuyu ni Kioigire: A First Course in Kikuyu. 3: Essays, Texts, and Glossaries. Linguistic and Cultural Reference Materials.
492p. 6mf. L1 ED 265 735

Vocabu[illegible] Development
Clear as Mud. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 313

Measures of Word Frequency as Predictors of English Root Word Knowledge.
17p. 1mf. L1 ED 265 516

Speaking With Us.
59p. 1mf. L1 ED 265 744

Vocabulary Skills
Measures of Word Frequency as Predictors of English Root Word Knowledge.
17p. 1mf. L1 ED 265 516

Vocational Adjustment
Beginning Teachers and Changes in Self-Perceived Sources of Influence on Classroom Teaching Practices. Report No. 9067.
22p. 1mf. L1 ED 266 095

Clear as Mud. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 313

Employability Project: The Employment of Persons with Developmental Disabilities.
23p. 1mf. L1 ED 265 693

Institutional Background for the Transition from School to Working Life in the FRG. Coombe Lodge Working Paper. Information Bank Number 1881.
22p. 1mf. L1 ED 265 301

New Employee. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 321

Vocational Education
Address by the United States Secretary of Education to the Annual Convention of the American Vocational Association.
15p. 1mf. L1 ED 265 411

Developing and Implementing a Program of Employer and Job Needs Assessment.
51p. 1mf. L1 ED 265 366

Dewitt Clinton High School Project BISECT 1983-1984. O.E.A. Evaluation Report.
46p. 1mf. L1 ED 266 232

Education and Employment. A Handbook to Promote Sex Equity.
73p. 1mf. L1 ED 265 385

Forging New Challenges in Curriculum.
14p. 1mf. L1 ED 265 420

Historical Inquiry in Vocational Education.
24p. 1mf. L1 ED 265 353

Human Capital Formation in the Post Industrial Society.
8p. 1mf. L1 ED 265 365

Improvement of Occupational Education in Maryland. A Progress Report, Fiscal Year 1985.
23p. 1mf. L1 ED 265 900

Learning to Work: Transitioning Youth with Developmental Disabilities.
70p. 1mf. L1 ED 265 691

Louisiana Standards for State Certification of School Personnel Part A. Part B Vocational-Technical Personnel. Bulletin 746.
124p. 2mf. L1 ED 266 108

MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. User's Guide and Reference Manual. Version 3.1. Apple II.
175p. 2mf. L1 ED 265 293

MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. Version 3.1. Radio Shack TRS-80 Model III.
176p. 2mf. L1 ED 265 294

Organisation of Productive Work in Secondary Technical and Vocational Education in the United Kingdom. Studies in Technical and Vocational Education 2.
129p. 2mf. L2 ED 265 288

Personal Interview as a Data Collection Technique.
15p. 1mf. L1 ED 265 381

Policy, Planning and Management in Technical and Vocational Education. A Comparative Study. Trends and Issues in Technical and Vocational Education 3.
150p. 2mf. L2 ED 265 287

Provision of Post-Secondary Education and Vocational Training in the Province of Alberta, Canada. Coombe Lodge Working Paper. Information Bank Number 2034.
36p. 1mf. L1 ED 265 306

Review of Present and Proposed Occupational and Degree Programs Offered by the Saddleback Community College District and the Labor Market in Orange County.
74p. 1mf. L1 ED 265 896

School to Work, Transitioning Services in Northern Arizona. A Study of High School and VR Programs for Adolescent Disabled Individuals.
65p. 1mf. L1 ED 265 286

Using Cost-Benefit Analysis to Determine Profitability of Secondary Vocational Programs.
23p. 1mf. L1 ED 265 384

Vocational Assessment of the Special Needs Learner: A Special Education Perspective.
24p. 1mf. L1 ED 265 375

Vocational Education as an Innovation in the Republic of China--Computerization of School Administration.
28p. 1mf. L1 ED 265 402

Vocational Training and Education in Alberta. Coombe Lodge Case Study. Information Bank Number 2003.
30p. 1mf. L1 ED 265 304

Vocational Education Teachers
Expanding Professional Horizons: Increasing Professional Opportunities.
12p. 1mf. L1 ED 265 383

In-Service Teacher Education: A Key to Excellence in Vocational Education. Proceedings of a National Conference (Washington, D.C., April 10, 1985).
82p. 1mf. L1 ED 265 410

Vocational Evaluation
Comprehensive Model: Vocational Preparation for Learning Disabled and Behaviorally Disordered Students and Vocational Assessment and Transition Objectives.
98p. 2mf. L1 ED 265 727

Vocational Assessment of the Special Needs Learner: A Special Education Perspective.
24p. 1mf. L1 ED 265 375

Vocational Rehabilitation
Life Transitions of Learning Disabled Adults: Perspectives from Several Countries. Monograph Number Thirty-Two.
68p. 1mf. L1 ED 265 722

Resource Directory: A State Guide to Disability-Related Information.
59p. 1mf. L2 ED 265 702

School to Work, Transitioning Services in Northern Arizona. A Study of High School and VR Programs for Adolescent Disabled Individuals.
65p. 1mf. L1 ED 265 286

Strategies for Serving Deaf-Blind Clients: Institute on Rehabilitation Issues (11th, San Antonio, Texas, June 1984).
163p. 2mf. L1 ED 265 729

Worker Dislocation: A Policy Study and Selected References on Worker Dislocation and the Unemployment Process. An Annotated Bibliography.
133p. 2mf. L1 ED 265 386

Vocational Schools
Creative Job Development Strategies.
174p. 2mf. L1 ED 265 364

Laboratory Analysis within the Vocational Technical School as Adapted from a Guide to Job Analysis by the U.S. Department of Labor.
50p. 1mf. L1 ED 265 416

Voluntary Agencies
Volunteer Motivations and Rewards: Shaping Future Programs.
12p. 1mf. L1 ED 265 481

Volunteer Management
Redesigning and Expanding the Lower School Parent Volunteer Program to Increase Participation and Participant Satisfaction.
177p. 2mf. L1 ED 265 924

Volunteer Training
Hospice Concept: Health Occupation 305.
46p. 1mf. L1 ED 265 891

Volunteers
Compilation of the Domestic Volunteer Service Act of 1973 as Amended through September 30, 1985. Prepared for Use by the Committee on Education and Labor, U.S. House of Representatives. 99th Congress, 2d Session.
38p. 1mf. L1 ED 265 390

National Retired Senior Volunteer Program Participant Impact Evaluation. Final Report.
120p. 2mf. L1 ED 265 388

Needs of Older Employees and Retirees: Task Force Results of the Corporate Volunteerism Council of Minneapolis and St. Paul, Minnesota.
83p. 1mf. L1 ED 265 285

Redesigning and Expanding the Lower School Parent Volunteer Program to Increase Participation and Participant Satisfaction.
177p. 2mf. L1 ED 265 924

Volunteer Motivations and Rewards: Shaping Future Programs.
12p. 1mf. L1 ED 265 481

Voting Rights
Ida Husted Harper and the Leslie Bureau of Suffrage Education.
27p. 1mf. L1 ED 265 548

Wages
What's the Flexitime? Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 316

Washington
Profiles of Enrollments and Origin of Students at Washington Public Four-Year Institutions of Higher Education for Fall Term, 1983.
25p. 1mf. L1 ED 265 782

Waste Disposal
Asbestos in Our Schools. Taming the Silent Killer. A Handbook for Association Leaders Produced by NEA.
50p. 1mf. L2 ED 265 665

Water Quality
Communication for Water. Handbooks in Communication and Training for CSDR No. 2.
23p. 1mf. L1 ED 266 014

Water Resources
Communication for Water. Handbooks in Communication and Training for CSDR No. 2.
23p. 1mf. L1 ED 266 014

Weather
Weather Specialist (AFSC 25120).
633p. 7mf. L1 ED 265 400

Welfare Agencies
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Structure and Operation of Dispositional Hearings in Selected States. Volume II.
339p. 4mf. L1 ED 265 964

Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Functioning of the Hearings. Volume IV. Final Volume.
233p. 3mf. L1 ED 265 966

Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. National Survey. Volume I.
298p. 4mf. L1 ED 265 963

Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Draft: Legal Issues and State Statutory Survey. Volume III.
256p. 3mf. L1 ED 265 965

Welfare Services
Reducing Poverty among Children.
189p. 2mf. L1 ED 266 219

Well Being
Religion and Wellbeing: Concurrent Validation of the Spiritual Well-Being Scale.
10p. 1mf. L1 ED 266 171

West Fargo School District ND
Creation of an Alternative High School in the West Fargo School District--An Analysis.
36p. 1mf. L1 ED 265 291

West Germany
Institutional Background for the Transition from School to Working Life in the FRG. Coombe Lodge Working Paper. Information Bank Number 1881.
22p. 1mf. L1 ED 265 301

West Virginia
Education of Behavior Disordered Students. Report of the West Virginia Task Force.
471p. 5mf. L1 ED 265 696

Research Based Program Development Model for Exceptional Learners.
29p. 1mf. L1 ED 265 673

White House Conference Library Info Service
Report from the States, 1985. White House Conference on Library and Information Services Task Force 6th Annual Report.
68p. 1mf. L1 ED 265 884

White Students
Attributional Profiles of Japanese-American and Anglo-American University Students.
19p. 1mf. L1 ED 265 817

Willingness to Communicate Construct
Willingness to Communicate: The Construct and Its Measurement.
11p. 1mf. L1 ED 265 604

Wisconsin
Educational Disadvantages of Junior High and High School Migrant Students in Wisconsin. Part One of a Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin.
15p. 1mf. L1 ED 266 005

Wisconsin Item Bank
Examples of Item Banks to Support Local Test Development: Two Case Studies With Reactions.
75p. 1mf. L1 ED 266 168

Withdrawal (Education)
Attrition at Community Colleges.
11p. 1mf. L1 ED 265 908

Women Administrators
University Mid-Level Administrators: Comparisons between Men and Women on Work Experience, Commitment, and Job Satisfaction.
48p. 1mf. L1 ED 265 763

Women in Development
Five Studies on the Situation of Women in Latin America. Estudios e Informes de la CEPAL. Second Edition.
196p. 3mf. L1 ED 266 063

Power for the Future: Women in the 1980s. UNICEF News, Issue 122.
37p. 1mf. L1 ED 266 062

Womens Education
Clash of Ideologies: The Reagan Administration Versus the Women's Educational Equity Act.
5p. 1mf. L2 ED 266 079

New Women's Educational Equity Act: Still Alive and Making a Difference. PEER Policy Paper #3.
4p. 1mf. L2 ED 266 077

Profile and Evaluation of Women's Program (1983) and Impact of Project Turning Point (Displaced Homemakers Program--1979-1981). Volume XIV, No. 5.
74p. 1mf. L1 ED 265 913

Unequal Knowledge Distribution: The Schooling Experience in a Togolese Secondary School. Occasional Papers Series, Number 9.
60p. 1mf. L2 ED 266 070

Womens Educational Equity Act
Clash of Ideologies: The Reagan Administration Versus the Women's Educational Equity Act.
5p. 1mf. L2 ED 266 079

New Women's Educational Equity Act: Still Alive and Making a Difference. PEER Policy Paper #3.
4p. 1mf. L2 ED 266 077

Womens Studies

Five Studies on the Situation of Women in Latin America. Estudios e Informes de la CEPAL. Second Edition.
196p. 3mf. L1 ED 266 063

Word Frequency
Measures of Word Frequency as Predictors of English Root Word Knowledge.
17p. 1mf. L1 ED 265 516

Word Processing
Competency-Based Course Outlines for Business Education and Office Education: General Office, Secretarial, Word Processing, and Administrative Support Occupations. Revised.
433p. 5mf. L1 ED 265 376

Pen and Paper vs. the Machine: Writers Composing in Hard Copy and Computer Conditions. CDC Technical Report No. 16.
16p. 1mf. L1 ED 265 563

Updating and Printing a Mailing List Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 318

Uses of the Computer in Teaching the Composing Process. 1985 Annual Report of the NCTE Committee on Instructional Technology.
5p. 1mf. L1 ED 265 571

Visitors Book. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 319

Word Recognition
Measures of Word Frequency as Predictors of English Root Word Knowledge.
17p. 1mf. L1 ED 265 516

Reading Research: Advances in Theory and Practice. Volume 5.
356p. mf. L3 ED 265 505

Word Study Skills
Reading Research: Advances in Theory and Practice. Volume 5.
356p. mf. L3 ED 265 505

Work Attitudes
Teacher Stress--An Ongoing Problem That Needs Attention.
15p. 1mf. L1 ED 266 139

University Mid-Level Administrators: Comparisons between Men and Women on Work Experience, Commitment, and Job Satisfaction.
48p. 1mf. L1 ED 265 763

Work Environment
Holland's Theory and Person-Environment Interactions.
18p. 1mf. L1 ED 265 478

Job Satisfaction and the Alabama Public School Speech-Language Pathologist.
19p. 1mf. L1 ED 265 602

Perceptions of Women and Men in Counselor Education About Writing for Publication.
15p. 1mf. L1 ED 265 445

Work Experience

Main Stores--Goods Outwards. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 320

Work Experience Programs
Better Safe Than Sorry. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 343

Calculating the Profitability of Christmas Turkeys Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 328

Can You See the Taste? Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 346

Clear as Mud. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 313

Converting Working into Learning. An Appraisal of an LEA Foundation Year Training Scheme.
86p. 1mf. L1 ED 265 392

Cutting Tools. Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 338

Dairy Health. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 323

Design. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 340

Don't Eat Germs! Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 348

E.T. Phone Home. Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 312

Failing to Turn Up: A Statistical Analysis. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 311

Fencing Project. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 325

Fire. Youth Training Scheme. Core Exemplar Work Based Project.
18p. 1mf. L1 ED 265 345

Garage Storekeeping. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 333

How Do I Get There? Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 308

Inspection. Youth Training Scheme. Core Exemplar Work Based

Project.
20p. 1mf. L1 ED 265 341

ITeC Inventory. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 336

Looking after Lawns and Bedding. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 326

Manufacturing Process. Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 337

Mix It! Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 351

Money Payments: Coping with Cheques. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 309

Monitoring Horticultural Crop Returns Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 330

MOT Test Procedures. Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 334

Moulds. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 339

New Employee. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 321

Not Another File! Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 314

People Who Live in Glass Houses. Youth Training Scheme. Core Exemplar Work Based Project.
25p. 1mf. L1 ED 265 331

pH Testing. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 324

Printed Circuitboard: Design and Production. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 335

Production Line Materials. Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 342

Ready, Steady, Go! Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 347

Recording Milk Yield on a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 329

Sales Accounts File. Youth Training Scheme. Core Exemplar Work

Based Project.
22p. 1mf. L1 ED 265 310

Sheep Stockmanship (Lambing). Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 327

Study of Calvings. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 322

Taking Telephone Calls. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 317

Tools of the Trade. Youth Training Scheme. Core Exemplar Work Based Project.
25p. 1mf. L1 ED 265 332

Training Opportunities Program: Special Edducation Component, 1983-1984. Final Evaluation Report.
81p. 1mf. L1 ED 265 715

Updating and Printing a Mailing List Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 318

Use of a Microwave Oven. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 349

Visitors Book. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 319

What a Joint. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 350

What's the Flexitime? Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 316

Who Gets the Job? Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 315

Working in a Hose Building Factory. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 344

Work Study Programs
Mental Representation and Problem Solving in Work-Study Students.
16p. 1mf. L1 ED 265 451

Workshops
CLEP Fall 1985 College Administrators' Workshop.
53p. 1mf. L1 ED 266 180

Coral Taxonomy. Results and Recommendations of a Regional Unesco (COMAR)/UNEP Workshop with Advanced Training (Phuket Marine Biological Centre, Thailand, February 10-26, 1984). Unesco Reports in Marine Science No. 33.
53p. 1mf. L2 ED 266 015

Non-Credit Instructional Activities, January 1, 1985 Through June 30, 1985 with Trend Information for 1983, 1984 and 1985. State University of New York. Office of Institutional Research Research Report No. 20-85A.
375p. 4mf. L1 ED 265 768

Relative Effectiveness of Four Modes of Dissemination of Curriculum Materials.
9p. 1mf. L1 ED 265 612

Strategies for Coping with Stress and Chronic Pain.
11p. 1mf. L1 ED 265 467

World Affairs
Basic Facts about the United Nations.
143p. 2mf. L2 ED 266 051

Hope for Tomorrow: A Booklet of Questions and Answers. The United Nations for Young People.
20p. 1mf. L2 ED 266 064

World Problems
Basic Facts about the United Nations.
143p. 2mf. L2 ED 266 051

Challenges for Sub-Saharan Africa. Sir John Crawford Memorial Lecture (1st, Washington, DC, November 1, 1985).
49p. 1mf. L1 ED 266 061

Writing (Composition)
Advances in Writing Research, Volume One: Children's Early Writing Development. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
349p. mf. L3 ED 265 556

Pen and Paper vs. the Machine: Writers Composing in Hard Copy and Computer Conditions. CDC Technical Report No. 16.
16p. 1mf. L1 ED 265 563

Research on Written Composition: New Directions for Teaching.
380p. 4mf. L1 ED 265 552

Uses of the Computer in Teaching the Composing Process. 1985 Annual Report of the NCTE Committee on Instructional Technology.
5p. 1mf. L1 ED 265 571

Writing Apprehension
Assessment Study of the Communication Reticence of High School Students.
27p. 1mf. L1 ED 265 591

Writing Attitudes
Teacher Training Research: A Process Writing Journey.
17p. 1mf. L1 ED 265 545

Writing Development
Contexts for Learning to Write: Studies of Secondary School Instruction. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
224p. mf. L3 ED 265 558

Writing Evaluation
Developing Audience Awareness.
60p. 1mf. L1 ED 265 551

English Language Arts: Writing Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS).
39p. 1mf. L1 ED 266 161

Evaluating the Difficulty of Cursive, Manuscript, Italic and D'Nealian Handwriting.
28p. 1mf. L1 ED 265 539

Evaluation of the Speed and Legibility of Italic Handwriting.
25p. 1mf. L1 ED 265 540

Writing Exercises
Assigned Writing Tasks in School: A Search for Meaning.
20p. 1mf. L2 ED 265 541

Writing for Publication
Perceptions of Women and Men in Counselor Education About Writing for Publication.
15p. 1mf. L1 ED 265 445

Research on Higher Education Program: An Overview. Swedish Research on Higher Education, 1985:8.
45p. 1mf. L1 ED 265 792

Writing Functions
Contexts for Learning to Write: Studies of Secondary School Instruction. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
224p. mf. L3 ED 265 558

Writing Improvement
Teaching Rereading and Rewriting to "Basic Writers."
18p. 1mf. L1 ED 265 542

Writing Instruction
Acquisition of Written Language: Response and Revision. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
294p. mf. L3 ED 265 553

Assigned Writing Tasks in School: A Search for Meaning.
20p. 1mf. L2 ED 265 541

Coherence and Composition: A Symposium. Papers. (Abo, Finland, March 16-18, 1984).
134p. 2mf. L2 ED 265 537

Convergences: Transactions in Reading and Writing.
274p. 3mf. L1 ED 265 568

Developing Audience Awareness.
60p. 1mf. L1 ED 265 551

Ethnography and the English Classroom.
36p. 1mf. L2 ED 265 550

Nonfiction.
106p. 2mf. L1 ED 265 560

Research on Written Composition: New Directions for Teaching.
380p. 4mf. L1 ED 265 552

Success in Writing: A Classroom Study with Slower Learning Pupils

in Three Scottish Secondary Schools. (S3/S4).
223p. 3mf. L1 ED 265 561

Teaching Rereading and Rewriting to "Basic Writers."
18p. 1mf. L1 ED 265 542

University of Texas at El Paso Writing Assessment, Fall 1983: A Report.
173p. 2mf. L1 ED 265 533

Write from the Start: Tapping Your Child's Natural Writing Ability.
237p. mf. L3 ED 265 569

Writing Processes
Convergences: Transactions in Reading and Writing.
274p. 3mf. L1 ED 265 568

Developing Audience Awareness.
60p. 1mf. L1 ED 265 551

Ethnography and the English Classroom.
36p. 1mf. L2 ED 265 550

Protocols, Retrospective Reports, and the Stream of Consciousness. CDC Technical Report No. 8.
22p. 1mf. L1 ED 265 532

Research on Written Composition: New Directions for Teaching.
380p. 4mf. L1 ED 265 552

Teacher Training Research: A Process Writing Journey.
17p. 1mf. L1 ED 265 545

Writing Readiness
Advances in Writing Research, Volume One: Children's Early Writing Development. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
349p. mf. L3 ED 265 556

Write from the Start: Tapping Your Child's Natural Writing Ability.
237p. mf. L3 ED 265 569

Writing Research
Acquisition of Written Language: Response and Revision. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
294p. mf. L3 ED 265 553

Advances in Writing Research, Volume One: Children's Early Writing Development. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
349p. mf. L3 ED 265 556

Assigned Writing Tasks in School: A Search for Meaning.
20p. 1mf. L2 ED 265 541

Coherence and Composition: A Symposium. Papers. (Abo, Finland, March 16-18, 1984).
134p. 2mf. L2 ED 265 537

(Continued)

Writing Research ***(Continued)***

Contexts for Learning to Write: Studies of Secondary School Instruction. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
224p. mf. L3 ED 265 558

Evaluating the Difficulty of Cursive, Manuscript, Italic and D'Nealian Handwriting.
28p. 1mf. L1 ED 265 539

Kindergarten Performance for Reading and Matching Four Styles of Handwriting.
17p. 1mf. L1 ED 265 536

Pen and Paper vs. the Machine: Writers Composing in Hard Copy and Computer Conditions. CDC Technical Report No. 16.
16p. 1mf. L1 ED 265 563

Protocols, Retrospective Reports, and the Stream of Consciousness. CDC Technical Report No. 8.
22p. 1mf. L1 ED 265 532

Research on Written Composition: New Directions for Teaching.
380p. 4mf. L1 ED 265 552

Success in Writing: A Classroom Study with Slower Learning Pupils in Three Scottish Secondary Schools. (S3/S4).
223p. 3mf. L1 ED 265 561

Teacher Training Research: A Process Writing Journey.
17p. 1mf. L1 ED 265 545

University of Texas at El Paso Writing Assessment, Fall 1983: A Report.
173p. 2mf. L1 ED 265 533

Write from the Start: Tapping Your Child's Natural Writing Ability.
237p. mf. L3 ED 265 569

Writing Skills

Advances in Writing Research, Volume One: Children's Early Writing Development. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
349p. mf. L3 ED 265 556

English Language Arts: Writing Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS).
39p. 1mf. L1 ED 266 161

Kindergarten Performance for Reading and Matching Four Styles of Handwriting.
17p. 1mf. L1 ED 265 536

Performance of San Joaquin Delta College Freshmen Students in Reading, Writing and Math by Ethnicity, High School Status and Age.
14p. 1mf. L1 ED 265 895

Success in Writing: A Classroom Study with Slower Learning Pupils in Three Scottish Secondary Schools. (S3/S4).
223p. 3mf. L1 ED 265 561

University of Texas at El Paso Writing Assessment, Fall 1983: A Report.
173p. 2mf. L1 ED 265 533

Writing Topics

Assigned Writing Tasks in School: A Search for Meaning.
20p. 1mf. L2 ED 265 541

Written Language

Acquisition of Written Language: Response and Revision. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
294p. mf. L3 ED 265 553

Written Language and Psychological Development.
191p. mf. L3 ED 265 557

Year Round Schools

Year-Round Education: An Overview, 1985.
10p. 1mf. L1 ED 265 635

Young Children

Children's Humor: A Cognitive-Developmental Perspective.
45p. 1mf. L1 ED 265 937

Effect of Task Purpose on the Study Behaviors and Recall of Young Children. Technical Report No. 346.
38p. 1mf. L1 ED 265 493

Language Assessment in the Early Years. Language and Learning for Human Service Professions Monograph Series.
263p. mf. L3 ED 265 554

Young Child and Music: Contemporary Principles in Child Development and Music Education. Proceedings of the Music in Early Childhood Conference (Provo, Utah, June 28-30, 1984).
123p. 2mf. L2 ED 265 949

Youth Employment

School-to-Work Transition: Proceedings of the Conference of the University/Urban Schools National Task Force (7th, Washington, D.C., November 1-2, 1985).
130p. 2mf. L1 ED 266 200

Youth Programs

Making a Difference: Young People in Community Crime Prevention.
143p. 2mf. L2 ED 265 473

Abo Akademi (Finland).
Coherence and Composition: A Symposium. Papers. (Abo, Finland, March 16-18, 1984).
134p. 2mf. L2 ED 265 537

Abrams (Grace Contrino) Peace Education Foundation, Inc., Miami Beach, FL.
Creative Conflict Solving for Kids, Grades 4-9. Second Edition.
80p. 1mf. L2 ED 266 053

ACTION, Washington, D.C.
National Retired Senior Volunteer Program Participant Impact Evaluation. Final Report.
120p. 2mf. L1 ED 265 388

Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Children, Get a Headstart on the Road to Good Nutrition.
728p. 8mf. L1 ED 265 950
Connect with Parents: Build Support Groups. Conference Proceedings (Colorado Springs, Colorado, August 3-4, 1984).
49p. 1mf. L2 ED 265 422

Administration on Developmental Disabilities (DHHS), Washington, D.C.
Boatworks and Cleansweep: Mobile Work Crews for Adults with Developmental Disabilities.
128p. 2mf. L1 ED 265 692
Employability Project: The Employment of Persons with Developmental Disabilities.
23p. 1mf. L1 ED 265 693
Learning to Work: Transitioning Youth with Developmental Disabilities.
70p. 1mf. L1 ED 265 691

Advanced Statistical Technologies Corp., Lawrenceville, NJ.
Asymptotic Properties of Induced Maximum Likelihood Estimates of Nonlinear Models for Item Response Variables: The Finite-Generic-Item-Pool Case.
42p. 1mf. L1 ED 266 177

Air Force School of Health Care Sciences, Sheppard AFB, TX.
Optometry Specialist.
407p. 5mf. L1 ED 265 401

Air Univ., Gunter AFS, Ala. Extension Course Inst.
Aircraft Electrical Systems Specialist (AFSC 42350), Volumes 1-3, and Change Supplement, Volume 3.
338p. 4mf. L1 ED 265 361
Aircraft Pneudraulic Systems Mechanic (AFSC 42354).
727p. 8mf. L1 ED 265 359
Airframe Repair Specialist (AFSC 53153).
1012p. 11mf. L1 ED 265 362
Apprentice Machinist (AFSC 53130), Volumes 1-4, and Change Supplement (AFSC 42730).
491p. 6mf. L1 ED 265 360
Machinist (AFSC 42750).
584p. 7mf. L1 ED 265 356
Weather Specialist (AFSC 25120).
633p. 7mf. L1 ED 265 400

Alaska State Commission on Postsecondary Education, Juneau.
Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume I.
177p. 2mf. L1 ED 265 898
Alaska Postsecondary Education, 1986-1990: A Statewide Plan. Volume II: Appendices.
174p. 2mf. L1 ED 265 899

Alaska State Dept. of Administration, Juneau. Div. of Telecommunications Services.
Use of Teleconferencing to Conduct Interim Business.
35p. 1mf. L1 ED 265 827

Alaska State Dept. of Education, Juneau.
Use of Teleconferencing to Conduct Interim Business.
35p. 1mf. L1 ED 265 827

Alaska State Dept. of Education, Juneau. Office of Planning and Research.
Curriculum Alignment: Topic Summary Report. Research on School Effectiveness Project.
14p. 1mf. L1 ED 265 631

Alberta Advanced Education and Manpower, Edmonton.
Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Two/Three. First Interim Report.
106p. 2mf. L1 ED 265 869

Alberta Dept. of Education, Edmonton.
Assessing Cognitive Levels in the Classroom. Final Report.
238p. 3mf. L1 ED 266 033
Microcomputers in Alberta Schools--1985. A Final Report on the Results of a Resource Survey of Alberta Schools.
73p. 1mf. L1 ED 265 834

Alberta Dept. of Education, Edmonton. Early Childhood Services.
How to Evaluate your ECS Program (1984).
36p. 1mf. L1 ED 265 961
Human Development: The Early Years.
45p. 1mf. L1 ED 265 960

Alberta Dept. of Education, Edmonton. Planning Services Branch.
Identifying the Gifted and Providing for Their Education: An Evaluation of School Based Procedures in the Edmonton Catholic School System. Part II: An Evaluation of the Honors Program in Archbishop MacDonald High School.
103p. 2mf. L1 ED 265 683

Alberta Univ., Edmonton. Faculty of Education.
Microcomputers in Alberta Schools--1985. A Final Report on the Results of a Resource Survey of Alberta Schools.
73p. 1mf. L1 ED 265 834

Alternative School Network, Chicago, Ill.
Not Just Punishment: Discipline in Schools That Work. A Handbook for Chicago Parents = No Solamente Castigo: Disciplina en Escuelas Efectivas. Un Folleto para los Padres de Chicago.
112p. 2mf. L1 ED 265 656

American Association for Higher Education, Washington, D.C.
Getting a Perspective on Student Evaluation.
5p. 1mf. L1 ED 265 801
State Initiatives to Improve Undergraduate Education: ECS Survey Highlights.
6p. 1mf. L1 ED 265 800

American Association of State Colleges and Universities, Washington, D.C.
AASCU and the Nation's Schools: An Action Program for Excellence and Opportunity in Education.
6p. 1mf. L2 ED 265 813
Value-Centered Education and Moral Commitment.
6p. 1mf. L2 ED 265 814

American Association of Univ. Professors, Washington, D.C.
Aggreement between Fairleigh Dickinson University and Fairleigh Dickinson University Council of American Association of University Professors Chapters. November 5, 1984-August 21, 1986.
189p. 2mf. L1 ED 265 788
Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors, 1985-88.
96p. 1mf. L1 ED 265 789
Agreement between the Administration of St. John's University, New York, and the St. John's Chapter of the American Association of University Professors, 1984-1987.
60p. 1mf. L1 ED 265 790
Agreement. Central State University and the American Association of University Professors, Central State University Chapter. 1985-1988.
86p. 1mf. L1 ED 265 787

American Bar Association, Washington, DC. National Legal Resource Center for Child Advocacy and Protection.
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Draft: Legal Issues and State Statutory Survey. Volume III.
256p. 3mf. L1 ED 265 965
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. National Survey. Volume I.
298p. 4mf. L1 ED 265 963
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Structure and Operation of Dispositional Hearings in Selected States. Volume II.
339p. 4mf. L1 ED 265 964
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Functioning of the Hearings. Volume IV. Final Volume.
233p. 3mf. L1 ED 265 966

American Council on Education, Washington, D.C.
Achieving Reasonable Campus Security. Self-Regulation Initiatives: Resource Documents for Colleges and Universities, No. 2.
6p. 1mf. L1 ED 265 774
American Freshman: National Norms for Fall 1985.
249p. 3mf. L2 ED 265 778
Recent Changes in Teacher Education Programs. Higher Education Panel Report Number 67.
44p. 1mf. L1 ED 266 126

American Council on Education, Washington, D.C. Higher Education Panel.
Composition of Governing Boards, 1985. A Survey of College and University Boards. AGB Special Report.
45p. 1mf. L1 ED 265 810
Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64.
53p. 1mf. L1 ED 265 776

American Federation of Teachers, Washington, D.C.
Call for Professionalism.
16p. 1mf. L1 ED 266 101

American Inst. of Physics, New York, N.Y. Manpower Statistics Div.
Graduate Student Survey, 1983-1984 AIP Report.
14p. 1mf. L1 ED 265 758

American Library Association, Chicago, Ill.
New England. Reading for Young People.
194p. mf. L3 ED 265 499

American Vocational Education Personnel Development Association, Arlington, VA.
In-Service Teacher Education: A Key to Excellence in Vocational Education. Proceedings of a National Conference (Washington, D.C., April 10, 1985).
82p. 1mf. L1 ED 265 410

Arkansas State Dept. of Education, Little Rock. Div. of Planning and Education.
Arkansas Capacity Building Dissemination Project. Final Report.
125p. 2mf. L1 ED 265 670

Arkansas Univ., Fayetteville. Mullins Library.
Library Resources: A Self-Paced Workbook for the University of Arkansas Libraries. Revised .
75p. 1mf. L1 ED 265 874
Technical Writing: Library Resources for Engineers. A Self-Paced Workbook for the University of Arkansas Libraries. Revised.
86p. 1mf. L1 ED 265 882

Arkansas Univ., Fayetteville. Office of Institutional Research.
Rank-Order Distribution of Administrative Salaries Paid, 1985-86. Nineteenth Annual Report.
122p. 2mf. L1 ED 265 781

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.
Strategies for Serving Deaf-Blind Clients: Institute on Rehabilitation Issues (11th, San Antonio, Texas, June 1984).
163p. 2mf. L1 ED 265 729

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
Case Studies of Reading in a High Technology Corporation. Reading Competencies and Practices. Technical Report #2.
58p. 1mf. L1 ED 265 509
Profiles of Reading Activity in a Community. Reading Competencies and Practices. Technical Report #4.
27p. 1mf. L1 ED 265 511
Prose Comprehension and Text Search as a Function of Reading Volume. Reading Competencies and Practices. Technical Report #3.
52p. 1mf. L1 ED 265 510
Reading Practices of Adults in One High Technology Company. Reading Competencies and Practices. Technical Report #6.
102p. 2mf. L1 ED 265 512
Relationships among Competencies and Practices of Reading. Reading Competencies and Practices. Technical Report #7. Final Report.
172p. 2mf. L1 ED 265 513
Theory-Based Approach to Reading Assessment in the Army. Technical Report 625.
28p. 1mf. L1 ED 265 494

Assembly on Literature for Adolescents, Athens, GA.
ALAN Review. Winter 1986.
56p. 1mf. L1 ED 265 567

Associated General Contractors of America, Washington, D.C.
Residential Carpentry.
1147p. 12mf. L2 ED 265 418

Association for Community Based Education, Washington, DC.
Community Based Development: Building Self-Reliant Communities. Annual Conference of the Association for Community Based Education (10th, Washington, DC, October 23-26, 1985).
47p. 1mf. L1 ED 265 292

Association for Supervision and Curriculum Development, Alexandria, Va.
Essays on the Intellect.
154p. 2mf. L2 ED 266 131
With Consequences for All. A Report from the ASCD Task Force on Increased High School Graduation Requirements.
42p. 1mf. L1 ED 266 160

Association for the Study of Higher Education.
ASHE Reader on Academic Programs in Colleges and Universities.
393p. mf. L3 ED 265 779
ASHE Reader on Faculty and Faculty Issues in Colleges and Universities.
398p. mf. L3 ED 265 780
Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
90p. 1mf. L1 ED 265 798

Association of Community Coll. Trustees, Annandale, Va.
ACCT Trustee Quarterly; Volume 9, Numbers 1-4, 1984-1985.
144p. 2mf. L1 ED 265 915

Association of Governing Boards of Universities and Colleges, Washington, D.C.
Composition of Governing Boards, 1985. A Survey of College and University Boards. AGB Special Report.
45p. 1mf. L1 ED 265 810
Nominating Committee. AGB Standing Committee Series.
21p. 1mf. L1 ED 265 808
Recruiting Seminary Trustees.
23p. 1mf. L1 ED 265 775
Selection of Seminary Presidents: An Informal Guide for Trustee Search Committees.
28p. 1mf. L1 ED 265 809

Association of Research Libraries, Washington, D.C. Office of Management Studies.
Catalog Maintenance Online in ARL Libraries. SPEC Kit 119.
134p. 2mf. L2 ED 265 868

Australian Council for Educational Research, Hawthorn.
Utilization of "Set: Research Information for Teachers" in Selected Educational Institutions.
154p. 2mf. L1 ED 266 185

Australian Inst. of Multicultural Affairs, Melbourne (Australia).
Directory of Australian Multicultural Films and Videos. A Resource Guide for Community Groups, Teachers, Film-makers, Researchers, Librarians.
140p. 2mf. L2 ED 266 209
Migrant and Refugee Youth in the Australian Labour Force. An Annotated Bibliography.
53p. 1mf. L2 ED 266 207
Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Overview.
36p. 1mf. L2 ED 266 205
Reducing the Risk: Unemployed Migrant Youth and Labour Market Programs. Report.
388p. 5mf. L2 ED 266 206
Review of Multicultural and Migrant Education.
160p. 2mf. L2 ED 266 208

Bolt, Beranek and Newman, Inc., Cambridge, Mass.
Deaf Children's Acquisition of Prereading Skills Using the Reciprocal Teaching Procedure. Technical Report No. 350.
27p. 1mf. L1 ED 265 523
Effect of Task Purpose on the Study Behaviors and Recall of Young Children. Technical Report No. 346.
38p. 1mf. L1 ED 265 493
Effects of Training in Story Mapping Procedures on the Reading Comprehension of Poor Readers. Technical Report No. 352.
45p. 1mf. L1 ED 265 524
Group Story Mapping: A Comprehension Strategy for Both Skilled and Unskilled Readers. Technical Report No. 363.
36p. 1mf. L1 ED 265 525
Kindergarten Reading: A Proposal for a Problem-Solving Approach. Technical Report No. 345.
38p. 1mf. L1 ED 265 492

Booz Allen and Hamilton, Inc., Washington, D.C.
National Retired Senior Volunteer Program Participant Impact Evaluation. Final Report.
120p. 2mf. L1 ED 265 388

Boulder Valley School District RE-2, Boulder, Colo.
Title IX Gender Equity Profile, 1984-85. Boulder Valley School District.
116p. 2mf. L1 ED 266 085

British Columbia Univ., Vancouver.
Continuing Education and Cultural Activities of the University of British Columbia, 1984-1985. A Report to the President, the Senate, and the Board of Governors.
61p. 1mf. L1 ED 265 766

British Columbia Univ., Vancouver. Center for Continuing Education.
Adult and Non-Formal Education in the Third World: A Jamaican Perspective. Monographs on Comparative and Area Studies in Adult Education.
196p. 3mf. L1 ED 265 389

Bureau of the Census (DOC), Suitland, Md. Population Div.
Characteristics of Households and Persons Receiving Selected Noncash Benefits: 1984.
148p. 2mf. L1 ED 266 221
Persons of Spanish Origin in the United States: March 1985 (Advance Report).
8p. 1mf. L1 ED 266 224
Population Profile of the United States 1983/84.
55p. 1mf. L1 ED 266 222

California Commission on the Teaching Profession, Sacramento.
Who Will Teach Our Children? A Strategy for Improving California's Schools. The Report of the California Commission on the Teaching Profession.
54p. 1mf. L1 ED 265 672

California State Dept. of Education, Sacramento.
Technical Description of the Procedures Used in Calculating School-Level Scaled Scores for the "Survey of Basic Skills: Grade 6."
128p. 2mf. L1 ED 266 186

California State Library, Sacramento.
California Conference on Networking. Proceedings (Pomona, California, September 19-22, 1985).
157p. 2mf. L1 ED 265 867

California State Postsecondary Education Commission, Sacramento.
California College-Going Rates, 1984 Update. Report 85-34.
59p. 1mf. L1 ED 265 784
Faculty Salaries and Related Matters in the California Community Colleges, 1984-85. Commission Report 85-31.
16p. 1mf. L1 ED 265 897

California State Univ., Chico.
Technical Report on the Prospective Student Inquiry Data File and Information System at California State University, Chico.
25p. 1mf. L1 ED 265 826

California State Univ., Long Beach. Office of the Chancellor.
Academic and Career Advising. Academic Challenges.
44p. 1mf. L1 ED 265 818

California Univ., Los Angeles. Center for the Study of Evaluation.
Applied Studies in Computerized Diagnostic Testing: Implications for Practical Diagnostic Testing Project.
33p. 1mf. L1 ED 266 157
Assessing Instructional Outcomes.
[illegible]
Credibility of Student Self-Reports.
54p. 1mf. L1 ED 266 174
Documenting Evaluation Use: Guided Evaluation Decisionmaking. Evaluation Productivity Project.
81p. 1mf. L1 ED 266 154
Process for Designing and Implementing a Dual Purpose Evaluation System. CSE Resource Paper No. 7.
40p. 1mf. L1 ED 266 173
Resource Papers and Technical Reports. Research into Practice Project.
174p. 2mf. L1 ED 266 172
Social vs. Clinical Perspectives on the Use of Information: Implications for School-Based Information Systems. Systemic Evaluation Project.
33p. 1mf. L1 ED 266 155
Specificity of Information in Data-Based Decision Making in Schools. Systemic Evaluation Project. Final Report.
43p. 1mf. L1 ED 266 158
Test Design Manual: Guidelines for Developing Diagnostic Tests. Diagnostic Testing Project.
99p. 2mf. L1 ED 266 159
Using State Test Data for National Indicators of Education Quality: A Feasibility Study. Final Report.
279p. 3mf. L1 ED 266 156

California Univ., Los Angeles. Graduate School of Education.
New Sectors, New Professions. Comparative Higher Education Research Group. Working Paper #7. [illegible]
[illegible]

California Univ., Los Angeles. Office of [illegible] Programs.
[illegible]

California Univ., San Diego.
Working with Patients from Other Cultures: Recent References for the Health Professional.
25p. 1mf. L1 ED 266 211

Carnegie Foundation for the Advancement of Teaching, New York, N.Y.
New Sectors, New Professions. Comparative Higher Education Research Group. Working Paper #7.
66p. 1mf. L1 ED 265 796
Professional Schools in the American University. Comparative Higher Education Research Group. Working Paper #6.
48p. 1mf. L1 ED 265 795

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
Higher Education and the American Resurgence. A Carnegie Foundation Special Report.
288p. 3mf. L2 ED 265 759

Carnegie-Mellon Univ., Pittsburgh, Pa.
Role of Elaborations in Learning a Skill from an Instructional Text: Further Findings.
66p. 1mf. L1 ED 265 624

Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.
Analyzing the Various Approaches of Plain Language Laws. CDC Technical Report No. 29.
21p. 1mf. L1 ED 265 565
Pen and Paper vs. the Machine: Writers Composing in Hard Copy and Computer Conditions. CDC Technical Report No. 16.
16p. 1mf. L1 ED 265 563
Protocols, Retrospective Reports, and the Stream of Consciousness. CDC Technical Report No. 8.
22p. 1mf. L1 ED 265 [illegible]
[illegible] CDC Technical Report No. [illegible]
[illegible]

[illegible]

Catholic Univ. of America, Washington, DC. [illegible]
[illegible]

Center for Applied Linguistics, Washington, D.C. [illegible] Orientation Resource Center.
[illegible]

[illegible] Curriculum Materials Development.
[illegible]
Navajo History to 1850. The Land and the People.
[illegible]
Navajo History. The Land and the People.
[illegible]

Central State Univ., Edmond, Okla.
Agreement. Central State University and the American Association of University Professors, Central State University Chapter. 1985-1988.
[illegible]

[illegible] Technical Training Center, Ill.
Aircraft Environmental Systems Mechanic.
[illegible]
Turboprop Propulsion Mechanic.
[illegible]

Chicago Board of Education, Ill.
Racial/Ethnic Survey--Students as of October 31, [illegible]
50p. 1mf. L1 ED 266 215
Racial/Ethnic Survey--Students as of October 29, 1982.
50p. 1mf. L1 ED 266 214
Racial/Ethnic Survey--Students as of October 30, 1981.
51p. 1mf. L1 ED 266 213
Racial/Ethnic Survey--Students as of October 31, 1980.
49p. 1mf. L1 ED 266 212
Racial/Ethnic Survey--Students as of October 31, 1985.
56p. 1mf. L1 ED 266 216

Children's Television Workshop, New York, N.Y.
Influence of Television on Children's Attentional Abilities.
12p. 1mf. L1 ED 265 933
Review of Research on the Educational Potential of 3-2-1 Contact: A Children's TV Series on Science and Technology. A Report for the Children's Television Workshop and the National Science Foundation.
52p. 1mf. L1 ED 265 849

City Univ. of New York, N.Y. Centro de Estudios Puertorriguenos.
Guide to Puerto Rican Studies in Institutions of Higher Education in the United States, 1985-1986.
140p. 2mf. L2 ED 266 220

City Univ. of New York, N.Y. Graduate School and Univ. Center.
School-to-Work Transition: Proceedings of the Conference of the University/Urban Schools National Task Force (7th, Washington, D.C., November 1-2, 1985).
130p. 2mf. L1 ED 266 200

Claremont Graduate School, Calif.
Writing and Reading across the Curriculum; Proceedings of the Claremont Reading Conference (52nd, Claremont, California, March 22-23, 1985). Forty-Ninth Yearbook.
276p. mf. L3 ED 265 503

College Entrance Examination Board, New York, N.Y.
CLEP Fall 1985 College Administrators' Workshop.
53p. 1mf. L1 ED 266 180
Does Need-Based Student Aid Discourage Saving for College?
28p. 1mf. L2 ED 265 783
Student Change, Program Change: Why SAT Scores Kept Falling.
15p. 1mf. L1 ED 266 189

College of Marin, Kentfield, Calif.
Psychological Anthropology: A Modular Approach. Cultural Anthropology.
16p. 1mf. L2 ED 265 916

College Reading Association.
Quality Assessments of Prospective Teachers: Surveys of Previous and Present Practices. College Reading and Learning Assistance Technical Report 85-11.
40p. 1mf. L1 ED 266 133

Colorado Commission on Higher Education, Denver.
Population Analyses, Change and Education: Selected Resources on Population Trends, Planning and Policy, and Education. Population Dynamics for Colorado Educators.
187p. 2mf. L1 ED 266 066

Colorado State Board for Community Colleges and Occupational Education, Denver.
Developing and Implementing a Program of Employer and Job Needs Assessment.
51p. 1mf. L1 ED 265 366
Issues Related to the Quality of Education: A Preliminary Report of the Colorado State Board for Community Colleges and Occupational Education.
18p. 1mf. L1 ED 265 917

Colorado State Dept. of Social Services, Denver. Div. of Family and Children's Services.
Child Abuse and Neglect: Reporting in Colorado Fiscal Years 1977 to 1984.
37p. 1mf. L2 ED 265 465
Connect with Parents: Build Support Groups. Conference Proceedings (Colorado Springs, Colorado, August 3-4, 1984).
49p. 1mf. L2 ED 265 422

Community Service Society of New York, N.Y.
Effects of Home Care on the Quality of Circumstances of the Elderly.
30p. 1mf. L1 ED 265 469

Comptroller General of the U.S., Washington, D.C.
SEOG Funds. Information on the Distribution of SEOG Funds to Students. GAO Briefing Report to Congressional Requestors.
48p. 1mf. L1 ED 265 791

Congress of the U. S., Washington, D. C. House Committee on Government Operations.
Barriers to Self-Sufficiency for Single Female Heads of Families. Hearings before a Subcommitee of the Committee on Government Operations, House of Representatives, Ninety-Ninth Congress, First Session (July 9-10, 1985).
827p. 9mf. L1 ED 266 228

Congress of the U.S., Washington, D.C. Congressional Budget Office.
Reducing Poverty among Children.
189p. 2mf. L1 ED 266 219

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Compilation of the Domestic Volunteer Service Act of 1973 as Amended through September 30, 1985. Prepared for Use by the Committee on Education and Labor, U.S. House of Representatives. 99th Congress, 2d Session.
38p. 1mf. L1 ED 265 390
Grandparents' Rights. Report from the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. To Accompany H. Con. Res. 67.
5p. 1mf. L1 ED 265 470
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Cedar Rapids, IA).
107p. 2mf. L1 ED 265 770
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session. (New York, NY).
158p. 2mf. L2 ED 265 819
Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Urbana, IL).
209p. 3mf. L1 ED 265 771
Problems with the Administration's Voucher Proposal for Chapter 1. Prepared for the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. Committee Print.
17p. 1mf. L1 ED 266 229

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
Goals and Objectives of National Science Policy. Science Policy Study--Hearings Volume 1. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (February 28; March 7, 21, 28; April 4, 1985). No. 46.
228p. 3mf. L1 ED 266 028
International Cooperation in Big Science: High Energy Physics. Science Policy Study--Hearings Volume 4. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 25, 1985).
1101p. 12mf. L1 ED 266 034
International Cooperation in Science. Science Policy Study--Hearings Volume 7. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 18, 19, 20, 27, 1985). No. 50.
1147p. 12mf. L1 ED 266 035
Role of the Research Museums. Science Policy Study--Hearings Volume 2. Hearing before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (April 17, 1985). No. 56.
177p. 2mf. L1 ED 266 029
Science in the Political Process. Science Policy Study--Hearings Volume 8. Hearings before the Task Force on Science Policy of the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, First Session (June 25, 26, 1985). No. 47.
181p. 2mf. L1 ED 266 030

Congress of the U.S., Washington, D.C. House Committee on the Budget.
Relationship of Budget Policy to Unemployment. Hearing before the Task force on Economic Policy and the Task Force on Human Resources of the Committee on the Budget, House of Representatives, Ninety-Ninth Congress, First Session (November 20, 1985).
82p. 1mf. L1 ED 266 230

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Cataract Surgery: Fraud, Waste, and Abuse. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.
104p. 2mf. L2 ED 265 468
Crisis in Health Care: The Missouri Experience. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session (Jefferson City, MO).
57p. 1mf. L1 ED 265 471

Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Alternatives to Animal Use in Research, Testing, and Education. Summary.
68p. 1mf. L1 ED 266 020

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Comprehensive Smokeless Tobacco and Health Education Act of 1985. United States Senate, Ninety-Ninth Congress, First Session. Report to Accompany S.1574.
21p. 1mf. L1 ED 265 461
National Health Service Corps Amendments of 1985. Report to Accompany S. 1285. Ninety-Ninth Congress, First Session.
34p. 1mf. L1 ED 265 804

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.
Federal Role in Addressing the Tragedy of Youth Suicide. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on Adequacy of Current Federal Research and Prevention Efforts and the Role of the Office of Juvenile Justice and Delinquency Prevention in Youth Suicides.
106p. 2mf. L1 ED 265 485

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Developments in Aging: 1984. Volume 1. A Report of the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session. Pursuant to S. Res. 354, March 2, 1984, Resolution Authorizing a Study of the Problems of the Aged and Aging.
416p. 5mf. L1 ED 265 436

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
Child Care: Exploring Private and Public Sector Approaches. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session (Irving, TX).
179p. 2mf. L1 ED 265 922
Improving Child Care Services: What Can Be Done? Hearings before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session. (September 5, 6, 1984).
953p. 10mf. L1 ED 265 921
Prevention of Alcohol Abuse in American Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session.
205p. 3mf. L2 ED 265 472
Connecticut Council of Teachers of English.
Drama in the Classroom: What Now?
91p. 1mf. L1 ED 265 547
Nonfiction.
106p. 2mf. L1 ED 265 560
Connecticut State Dept. of Education, Hartford.
Attendance, Homework, Promotion and Retention: A Manual on Policy Development and Administrative Procedures.
43p. 1mf. L1 ED 265 668
Coordinating Committee on Research in Vocational Education (ED), Washington, DC.
In-Service Teacher Education: A Key to Excellence in Vocational Education. Proceedings of a National Conference (Washington, D.C., April 10, 1985).
82p. 1mf. L1 ED 265 410
Corporate Volunteerism Council of Minneapolis/St. Paul, MN.
Needs of Older Employees and Retirees: Task Force Results of the Corporate Volunteerism Council of Minneapolis and St. Paul, Minnesota.
83p. 1mf. L1 ED 265 285
Correctional Service of Canada, Ottawa (Ontario).
Formative Evaluation of the Computer-Assisted Learning Pilot Project in Canadian Federal Penitentiary Schools. August 1983-March 1984.
88p. 1mf. L1 ED 265 387
COSMOS Corp., Washington, DC.
District and School Policies and Management Practices Leading to Effective Secondary Schools: Preliminary Draft for Non-Intensive Sites.
26p. 1mf. L1 ED 265 619
Identifying Advanced Technologies for Education's Future.
19p. 1mf. L1 ED 265 643
Council for Cultural Cooperation, Strasbourg (France).
Symposium on the Initial and In-Service Training of Teachers of Modern Languages (Delphi, Greece, May 23-28, 1983).
156p. 2mf. L2 ED 265 732
Council for Exceptional Children, Reston, VA. Div. on Mental Retardation.
Mental Retardation: Topics of Today--Issues of Tomorrow.
119p. 2mf. L2 ED 265 687
Council for Financial Aid to Education, New York, N.Y.
Cooperation: Key to the Future.
17p. 1mf. L1 ED 265 760
Council of Graduate Schools in the U.S., Washington, D.C.
Master's Degree in Transition.
6p. 1mf. L1 ED 265 799
Council of Ontario Universities, Toronto.
University Benefits Survey. Part I (All Benefits Excluding Pensions).
159p. 2mf. L1 ED 265 805
University Benefits Survey. Part II (Pensions).
47p. 1mf. L1 ED 265 806
Council of Outdoor Educators of Ontario.
Conference '85. Council of Outdoor Educators of Ontario. Proceedings (15th, London, Ontario, Canada, September 25-29, 1985).
44p. 1mf. L1 ED 265 984
Council on International Educational Exchange, New York, N.Y.
Profile of the U.S. Student Abroad.
68p. 1mf. L1 ED 265 737
Council on Postsecondary Accreditation, Washington, D.C.
Educational Quality and Accreditation. A Call for Diversity, Continuity and Innovation.
16p. 1mf. L2 ED 265 807
Dartmouth Coll., Hanover, N.H. Dept. of Psychiatry.
Selected Bibliography on Indochinese Refugees: Children and Adolescents. Amerasian Project, Bibliography #1.
18p. 1mf. L1 ED 265 426
Dartmouth Coll., Hanover, NH. Language Outreach Education Office.
Ram's Horn, Volume Three, 1-4 (Double Issue), Summer-Spring 1982-1983.
100p. 2mf. L2 ED 265 731
Department of Education, Washington, D.C. Teacher Corps.
Networking: A Case Study and Developmental Model.
79p. 1mf. L1 ED 265 876
Department of Education, Washington, DC.
Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64.
53p. 1mf. L1 ED 265 776
Gikuyu ni Kioigire: A First Course in Kikuyu. 1: Wirute Gikuyu.
359p. 4mf. L1 ED 265 733
Gikuyu ni Kioigire: A First Course in Kikuyu. 2: Aria-i na Aagikuyu: An Introduction to Kikuyu Conversation.
331p. 4mf. L1 ED 265 734
Gikuyu ni Kioigire: A First Course in Kikuyu. 3: Essays, Texts, and Glossaries. Linguistic and Cultural Reference Materials.
492p. 6mf. L1 ED 265 735
Investigating the Problem of Skill Generalization. 3rd Edition. With Literature Reviews.
129p. 2mf. L1 ED 265 695
Recent Changes in Teacher Education Programs. Higher Education Panel Report Number 67.
44p. 1mf. L1 ED 266 126
Department of Education, Washington, DC. Office of the Secretary.
Address by the United States Secretary of Education to the Annual Convention of the American Vocational Association.
15p. 1mf. L1 ED 265 411
Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
Not Just Punishment: Discipline in Schools That Work. A Handbook for Chicago Parents = No Solamente Castigo: Disciplina en Escuelas Efectivas. Un Folleto para los Padres de Chicago.
112p. 2mf. L1 ED 265 656
Dependents Schools (DOD), Washington, D.C.
Physical Education for the Handicapped.
75p. 1mf. L1 ED 265 718
Designs for Change, Chicago, Ill.
All Our Kids Can Learn to Read: Guide to Parent and Citizen Action, Chicago SCHOOLWATCH.
178p. 2mf. L2 ED 265 521
Not Just Punishment: Discipline in Schools That Work. A Handbook for Chicago Parents = No Solamente Castigo: Disciplina en Escuelas Efectivas. Un Folleto para los Padres de Chicago.
112p. 2mf. L1 ED 265 656
District of Columbia Public Schools, Washington, D.C.
Resident Supervisory Support for Teachers. Final Evaluation Report. E.C.I.A. Chapter 2, 1984-1985.
52p. 1mf. L1 ED 266 100
Study of Teacher Incentives for the District of Columbia Public Schools: Summary Report.
48p. 1mf. L1 ED 266 107
District of Columbia Public Schools, Washington, DC. Div. of Quality Assurance.
Improving Basic Skills in Reading and Mathematics. Final Evaluation Report 1984-1985.
114p. 2mf. L1 ED 266 097
Teacher Center Program. Final Evaluation Report 1984-1985.
85p. 1mf. L1 ED 266 096
Eastern Michigan Univ., Ypsilanti. Inst. for the Study of Children and Families.
Preventing Abuse in Family Foster Care. Instructor's Manual.
299p. 4mf. L2 ED 265 940
Economic Commission for Latin America (UN), Santiago (Chile).
Five Studies on the Situation of Women in Latin America. Estudios e Informes de la CEPAL. Second Edition.
196p. 3mf. L1 ED 266 063
Educational Resources Information Center (ED), Washington, DC.
Resources in Education (RIE). Volume 21, Number 6.
p. mf. L2 ED 265 282
Educational Testing Service, Princeton, N.J.
Examination of State University and College Admissions Policies. Research Report.
42p. 1mf. L1 ED 265 762
Student Change, Program Change: Why SAT Scores Kept Falling.
15p. 1mf. L1 ED 266 189
Teacher Supply Pipeline: The View from Four States.
18p. 1mf. L1 ED 266 118
Educational Testing Service, Princeton, N.J. Inst. for the Study of Exceptional Children.
Effects of Maternal Training on Language Use.
21p. 1mf. L1 ED 265 728
Electronic Text Consortium.
Electronic Text: An Amalgam of Capabilities for Creating, Informing, and Instructing. Monograph Number Two of the Electronic Text Monograph Series.
47p. 1mf. L1 ED 265 830
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Recent Research on Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
3p. 1mf. L1 ED 266 019
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Counseling at the Crossroads: Obstacles, Opportunities, and Options.
36p. 1mf. L1 ED 265 423
Counseling College Students through Their Individual Learning Styles.
109p. 2mf. L1 ED 265 455
Counseling Students through Their Individual Learning Styles.
140p. 2mf. L1 ED 265 452
Suicide: Theory, Identification, and Counseling Strategies. Searchlight Plus: Relevant Resources in High Interest Areas.
162p. 2mf. L1 ED 265 464
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Children's Humor: A Cognitive-Developmental Perspective.
45p. 1mf. L1 ED 265 937
Children's Peer Relationships.
3p. 1mf. L1 ED 265 936
Early Childhood Educator's Knowledge Base: A Reconsideration.
29p. 1mf. L1 ED 265 974
Motivation and School Achievement.
45p. 1mf. L1 ED 265 938
Nature of Professions: Where Is Early Childhood Education?
38p. 1mf. L1 ED 265 948
Teaching Early Childhood Educators and Other Adults How to Use Computers.
3p. 1mf. L1 ED 265 935
ERIC Clearinghouse on Higher Education, Washington, D.C.
Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
90p. 1mf. L1 ED 265 798
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Research on Written Composition: New Directions for Teaching.
380p. 4mf. L1 ED 265 552
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Advantages of Small Schools. ERIC Digests.
12p. 1mf. L1 ED 265 988
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Alternative Certification for Teachers. ERIC Digest 1, 1986.
4p. 1mf. L1 ED 266 137
Erikson Inst. for Advanced Study in Child Development, Chicago, IL.
Context and Continuity: Changing Perspectives on Children.
18p. 1mf. L1 ED 265 952
New Directions in Studying Children. Speeches from the Conference of the Erikson Institute (Chicago, Illinois, April 29-30, 1983).
72p. 1mf. L1 ED 265 951
EXXON Education Foundation, New York, N.Y.
Many Sectors, Many Professions. Comparative Higher Education Research Group. Working Paper #7.
69p. 1mf. L1 ED 265 796
Professional Schools in the American University. Comparative Higher Education Research Group. Working Paper #6.
48p. 1mf. L1 ED 265 795
School and the University: What Went Wrong in America. Comparative Higher Education Research Group. Working Paper #8.
47p. 1mf. L1 ED 265 797
Teacher Education and the Liberal Arts. Wingspread Conference of the Associated Colleges of the Midwest Report (October 11-13, 1985).
37p. 1mf. L1 ED 266 124
Fairleigh Dickinson Univ., Rutherford, N.J.
Aggreement between Fairleigh Dickinson University and Fairleigh Dickinson University Council of American Association of University Professors Chapters. November 5, 1984-August 21, 1986.
189p. 2mf. L1 ED 265 788
Far West Lab. for Educational Research and Development, San Francisco, Calif.
From Veteran Parent to Novice Teacher: A Case Study of a Student Teacher.
40p. 1mf. L1 ED 266 111
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
Self Directed Learning and Distance Education. ZIFF Papiere 48.
37p. 1mf. L1 ED 265 825
Florida Association of Staff and Program Development.
Four Dimensions of Staff Development Activities as Related to Part-Time Community College Instructors' Needs, Awareness, and Levels of Participation.
64p. 1mf. L1 ED 265 890
Florida Coalition for the Development of a Performance Measurement System, Tallahassee.
Teacher Evaluation Project. A Study of Measurement and Training Components Specified in the Management Training Act. Florida Statutes, Section 231.087. Final Report for 1982-1983.
229p. 3mf. L1 ED 266 121
Teacher Evaluation Project. The Beginning Teacher Program, Intellectual Skills Development, Validity Studies of the Evaluation System, Special Instrument Development. Report for 1984-1985.
247p. 3mf. L1 ED 266 120
Teacher Evaluation Study. Norming Study, Generic Competence Revision, Feedback Proposal, Cognitive Examinations, and Specialized Domains. Report for 1983-1984.
283p. 3mf. L1 ED 266 122
Florida State Dept. of Education, Tallahassee. Bureau of Program Support Services.
Investigation of the Feasibility of Using the Three Parameter IRT Model in Florida's Student Assessment Program.
46p. 1mf. L1 ED 266 153
Florida State Dept. of Education, Tallahassee. Education Standards Commission.
Teaching as a Career. High School Students' Perceptions of Teachers and Teaching.
62p. 1mf. L1 ED 266 088
Florida State Univ., Tallahassee. Coll. of Education.
Investigation of the Feasibility of Using the Three-Parameter Model for Florida's Statewide Assessment Tests.
63p. 1mf. L1 ED 266 152
Investigation of the Feasibility of Using the Three Parameter IRT Model in Florida's Student Assessment Program.
46p. 1mf. L1 ED 266 153
Florida Univ., Gainesville. Inst. for Student Assessment and Evaluation.
Investigation of the Feasibility of Using the Three-Parameter Model for Florida's Statewide Assessment Tests.
63p. 1mf. L1 ED 266 152
Florida Univ., Gainesville. Inst. of Higher Education.
Financial Management: Cash Management Practices in Florida Community Colleges.
105p. 2mf. L1 ED 265 893
Four Dimensions of Staff Development Activities as Related to Part-Time Community College Instructors' Needs, Awareness, and Levels of Participation.
64p. 1mf. L1 ED 265 890
Ford Foundation, New York, N.Y.
Making a Difference: Young People in Community Crime Prevention.
143p. 2mf. L2 ED 265 473
Racially Integrating College-Preparatory Math Classes--An Evaluation of a University-High School Partnership.
29p. 1mf. L1 ED 266 032
Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
90p. 1mf. L1 ED 265 798
Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Evaluation of the San Joaquin Delta College Basic Skills Program, Spring 1985.
76p. 1mf. L1 ED 265 894
Population Analyses, Change and Education: Selected Resources on Population Trends, Planning and Policy, and Education. Population Dynamics for Colorado Educators.
187p. 2mf. L1 ED 266 066
Racially Integrating College-Preparatory Math Classes--An Evaluation of a University-High School Partnership.
29p. 1mf. L1 ED 266 032
Further Education Staff Coll., Blagdon (England).
Belief Systems: The Effective Management of Self-Esteem by Internalizing Programmes from Assertion and Awareness Training. Management Development: Personal Growth through Intra-Personal Skills. Coombe Lodge Working Paper. Information Bank Number 2048.
12p. 1mf. L1 ED 265 489
Better Safe Than Sorry. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 343
Calculating the Profitability of Christmas Turkeys Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 328
Can You See the Taste? Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 346
Clear as Mud. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 313
Counselling Model for Managers in Further and Higher Education. Coombe Lodge Working Paper. Information Bank Number 1737.
9p. 1mf. L1 ED 265 486
Cutting Tools. Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 338
Dairy Health. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 323
Design. Youth Training Scheme. Core Exemplar Work Based Project.
22p. 1mf. L1 ED 265 340
Don't Eat Germs! Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 348
E.T. Phone Home. Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 312
Failing to Turn Up: A Statistical Analysis. Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
Fencing Project. Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
Fire. Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
Garage Storekeeping. Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
How Do I Get There? Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
Induction. Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
[illegible] Coombe Lodge Working Paper. Information Bank Number [illegible]
[illegible]
Intra-Personal Skills: A Conceptual Model. Intra-Personal Skills Series. Coombe Lodge Working Paper. Information Bank Number 2047.
[illegible]
ITeC Inventory. Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
Marginal Performance: [illegible] Coombe Lodge Working Paper. Information Bank Number [illegible]
[illegible]
Mid-Career Plateau: [illegible] Coombe Lodge Working Paper. Information Bank Number [illegible]
[illegible]
Mr Eff. Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
Money Payments: Coping with Cheques. Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
Monitoring Horticultural Crop Returns Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
MOT Test Procedures. Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
Motivation Theories and Motivation Systems. The Gulf between Theory and Practice. Coombe Lodge Working Paper. Information Bank Number [illegible]
[illegible]
[illegible] Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
Negotiating the Curriculum. Tutors and Students. Coombe Lodge Working Paper. Information Bank Number 1968.
27p. 1mf. L1 ED 265 303
New Employees. Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
Not Another File! Youth Training Scheme. Core Exemplar Work Based Project.
[illegible]
[illegible]
Updating and Printing a Mailing List Using a Microcomputer System. Youth Training Scheme. Core Exemplar Work Based Project.
13p. 1mf. L1 ED 265 318
Use of a Microwave Oven. Youth Training Scheme. Core Exemplar Work Based Project.
19p. 1mf. L1 ED 265 349
Visitors Book. Youth Training Scheme. Core Exemplar Work Based Project.
21p. 1mf. L1 ED 265 319
Vocational Training and Education in Alberta. Coombe Lodge Case Study. Information Bank Number 2003.
30p. 1mf. L1 ED 265 304
Vocational Training in the USSR. Coombe Lodge Working Paper. Information Bank Number 2025.
36p. 1mf. L1 ED 265 305
What a Joint. Youth Training Scheme. Core Exemplar Work Based Project.
20p. 1mf. L1 ED 265 350
What's the Flexitime? Youth Training Scheme. Core Exemplar Work Based Project.
24p. 1mf. L1 ED 265 316
Who Gets the Job? Youth Training Scheme. Core Exemplar Work Based Project.
26p. 1mf. L1 ED 265 315
Working in a Hose Building Factory. Youth Training Scheme. Core Exemplar Work Based Project.
23p. 1mf. L1 ED 265 344
Further Education Unit, London (England).
Converting Working into Learning. An Appraisal of an LEA Foundation Year Training Scheme.
86p. 1mf. L1 ED 265 392
Fifth Generation Computers: Their Implications for Further Education. An Occasional Paper.
65p. 1mf. L1 ED 265 373
Negotiating the Curriculum. Tutors and Students. Coombe Lodge Working Paper. Information Bank Number 1968.
27p. 1mf. L1 ED 265 303
Gateway Technical Inst., Racine, WI.
Laboratory Analysis within the Vocational Technical School as Adapted from a Guide to Job Analysis by the U.S. Department of Labor.
50p. 1mf. L1 ED 265 416
General Accounting Office, Washington, D.C.
Implementation of Public Law 94-142 as It Relates to Handicapped Delinquents in the District of Columbia. Report to the Ranking Mintoriy Member, Committee on the District of Columbia, House of Representatives.
53p. 1mf. L1 ED 265 717
Georgetown Univ., Washington, D.C.
How Do Immigrants Affect Us Economically?
120p. 2mf. L1 ED 266 197
Georgia State Dept. of Education, Atlanta.
Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students.
88p. 1mf. L1 ED 266 006
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Instructional Leadership: A Handbook for the Georgia Curriculum Director.
149p. 2mf. L1 ED 265 661
Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
Credit and Attendance Alternatives for a Competency-Based Instructional Program.
117p. 2mf. L1 ED 265 660
Georgia State Univ., Atlanta. Center for Urban Research and Service.
Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students.
88p. 1mf. L1 ED 266 006
German Foundation for International Development, Bonn (West Germany).
Radio for Literacy. A Reader on the Use of Radio in Literacy Programmes. For Use in Workshops of the German Foundation for International Development. Workshop Series.
413p. 5mf. L1 ED 265 372
Grant MacEwan Community Coll., Edmonton (Alberta).
Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Two/Three. First Interim Report.
106p. 2mf. L1 ED 265 869
Greater Cleveland Communications Skills Study Group, OH.
Commitment to Literacy. Report of the Greater Cleveland Communication Skills Study Group.
26p. 1mf. L1 ED 265 534
Harvard Univ., Cambridge, Mass.
Sequential Processes in Image Generation: An Objective Measure. Technical Report 06.
68p. 1mf. L1 ED 266 188
Visual Hemispheric Specialization: A Computational Theory. Technical Report 07.
84p. 1mf. L1 ED 266 190
Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.
Impact of Foreign-Trained Doctors on the Supply of Physicians.
137p. 2mf. L1 ED 265 785
Higher Education Research Inst., Inc., Los Angeles, Calif.
American Freshman: National Norms for Fall 1985.
249p. 3mf. L2 ED 265 778
Hiroshima Univ. (Japan). Research Inst. for Higher Education.
Changing Functions of Higher Education: Implications for Innovation. Reports from the 1984 OECD/Japan Seminar on Higher Education.
235p. 3mf. L1 ED 265 756
Home Economics Education Association, Washington, D.C.
Learning Centers: A Personalized Approach to Mainstreaming.
43p. 1mf. L2 ED 265 726
Honeywell, Inc., Minneapolis, Minn.
Needs of Older Employees and Retirees: Task Force Results of the Corporate Volunteerism Council of Minneapolis and St. Paul, Minnesota.
83p. 1mf. L1 ED 265 285
Howard Univ., Washington, D.C. Inst. for the Study of Educational Policy.
Teachers' Totter: A Report on Teacher Certification Issues. Occasional Paper of the Institute for the Study of Educational Policy No. 6.
123p. mf. L3 ED 266 086
Hudson Inst., Indianapolis, IN.
Presidential Initiative for the Second Term. Report of the Committee on the Next Agenda.
64p. 1mf. L2 ED 266 045
Illinois State Board of Education, Springfield. Adult and Continuing Education Section.
Bridges to Successful Reading (Reading Skills Lessons for Transitioning LEP Students) and Final Report.
123p. 2mf. L2 ED 265 413
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. Version 3.1. Radio Shack TRS-80 Model III.
176p. 2mf. L1 ED 265 294
MICRO-VERS. Micro-computer Software for the Vocational Education Reporting System. User's Guide and Reference Manual. Version 3.1. Apple II.
175p. 2mf. L1 ED 265 293
Illinois State Board of Education, Springfield. Dept. of Planning, Research and Evaluation.
Illinois Teacher Salary Schedule and Policy Study. 1984-1985.
190p. 2mf. L1 ED 266 132
Illinois Univ., Urbana. Center for the Study of Reading.
Deaf Children's Acquisition of Prereading Skills Using the Reciprocal Teaching Procedure. Technical Report No. 350.
27p. 1mf. L1 ED 265 523
Effect of Task Purpose on the Study Behaviors and Recall of Young Children. Technical Report No. 346.
38p. 1mf. L1 ED 265 493
Effects of Training in Story Mapping Procedures on the Reading Comprehension of Poor Readers. Technical Report No. 352.
45p. 1mf. L1 ED 265 524
Group Story Mapping: A Comprehension Strategy for Both Skilled and Unskilled Readers. Technical Report No. 363.
36p. 1mf. L1 ED 265 525
Kindergarten Reading: A Proposal for a Problem-Solving Approach. Technical Report No. 345.
38p. 1mf. L1 ED 265 492
Illinois Univ., Urbana. Graduate School of Library and Information Science.
Paper Preservation: Nature, Extent, & Recommendations. Occasional Papers. Number 171.
79p. 1mf. L2 ED 265 877
Independent School District 409, Tyler, MN.
Survey of Attitudes Toward the Russell-Tyler Pairing.
98p. 2mf. L1 ED 265 989
Independent School District 418, Russell, MN.
Survey of Attitudes Toward the Russell-Tyler Pairing.
98p. 2mf. L1 ED 265 989
Indiana Univ., Bloomington. East Asian Studies Center.
Cultural Context for Japanese Education.
6p. 1mf. L1 ED 266 049
Institute for Cultural Research, Kent (England).
Science, Technology and the Quality of Life.
11p. 1mf. L1 ED 266 076
Inter Nationes, Bonn (West Germany).
Children, Kitchen and Computer: Women--Torn between Family and Job. Developments in the Federal Republic of Germany. Social Report.
28p. 1mf. L1 ED 266 052
International Council for Adult Education, Toronto (Ontario).
Adult and Non-Formal Education in the Third World: A Jamaican Perspective. Monographs on Comparative and Area Studies in Adult Education.
196p. 3mf. L1 ED 265 389
International Reading Association, Newark, Del.
Case Studies of Reading in a High Technology Corporation. Reading Competencies and Practices. Technical Report #2.
58p. 1mf. L1 ED 265 509
Effective Teaching of Reading: Research and Practice.
315p. 4mf. L1 ED 265 504
Profiles of Reading Activity in a Community. Reading Competencies and Practices. Technical Report #4.
27p. 1mf. L1 ED 265 511
Prose Comprehension and Text Search as a Function of Reading Volume. Reading Competencies and Practices. Technical Report #3.
52p. 1mf. L1 ED 265 510
Reading Practices of Adults in One High Technology Company. Reading Competencies and Practices. Technical Report #6.
102p. 2mf. L1 ED 265 512
Relationships among Competencies and Practices of Reading. Reading Competencies and Practices. Technical Report #7. Final Report.
172p. 2mf. L1 ED 265 513
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
Psychological Approaches to Problems of Children and Adolescents. Volume II.
432p. 5mf. L1 ED 265 456

Iowa State Univ. of Science and Technology, Ames. Library.
Continuing Education for the Personnel of Small Public Libraries: Program Development at the Iowa State University Library and Its Public Services Course. Iowa State University Library Series in Continuing Education, no. 2.
20p. 1mf. L1 ED 265 885

Irvine Unified School District, Calif.
Long Term Effects of Social Skills Training in Elevating Overall Academic Grade Point Average, School Attendance, Health Level, and Resistance to Drug Use and Peer Pressure.
21p. 1mf. L1 ED 265 435

Israel Planning and Grants Committee, Jerusalem.
Higher Education in Israel. Statistical Abstract, 1983/84.
164p. 2mf. L1 ED 265 803
Planning And Grants Committee, Council for Higher Education. Annual Report No. 11, Academic Year 1983/84.
69p. 1mf. L1 ED 265 802

Jackson Education Service District, Medford, OR.
Activities for Teaching the Gifted Across the Curriculum. 1985 Summer Institute.
69p. 1mf. L1 ED 265 724

Josiah Macy, Jr. Foundation, New York, N.Y.
Acquiring, Representing, and Evaluating a Competence Model of Diagnostic Strategy.
97p. 2mf. L1 ED 266 178

Kansas State Dept. on Aging, Topeka.
Guia Legal para Ciudadanos Envejeciente: Leyes y Programas Afectando los Ciudadanos Envejeciente de Kansas. (Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens).
101p. 2mf. L1 ED 265 987
Legal Guide for Senior Citizens: Laws and Programs Affecting Kansas Senior Citizens.
64p. 1mf. L1 ED 265 986

Kentucky Commission on Human Rights, Louisville.
School Desegregation Spurs First Housing Desegregation Gain in Forty Years in Louisville and Jefferson County. Three Decades of Increased Segregation Erased between 1970 and 1980. Staff Report 85-8.
53p. 1mf. L1 ED 266 204

Kentucky Univ., Lexington. Appalachian Center.
Dropout and Functional Illiteracy Rates in Central Appalachia. Appalachian Data Bank Report #1.
16p. 1mf. L1 ED 265 997

King Research, Inc., Rockville, Md.
New Directions in Library and Information Science Education. Final Report.
376p. 4mf. L1 ED 265 853
New Directions in Library and Information Science Education. Final Report. Volume 2.9: Archivist/Museum Professional Competencies.
75p. 1mf. L1 ED 265 862
New Directions in Library and Information Science Education. Final Report. Volume 2.7: Information Center/Clearinghouse Professional Competencies.
142p. 2mf. L1 ED 265 860
New Directions in Library and Information Science Education. Final Report. Volume 2.10: Information Analysis Center Professional Competencies.
75p. 1mf. L1 ED 265 863
New Directions in Library and Information Science Education. Final Report. Volume 2.6: Database Distributor/Service Professional Competencies.
24p. 1mf. L1 ED 265 859
New Directions in Library and Information Science Education. Final Report. Volume 2.11: Information Service Company Professional Competencies.
75p. 1mf. L1 ED 265 864
New Directions in Library and Information Science Education. Final Report. Volume 2.1: Academic Librarian Competencies.
229p. 3mf. L1 ED 265 854
New Directions in Library and Information Science Education. Final Report. Volume 2.12: Library System Supplier Professional Competencies.
59p. 1mf. L1 ED 265 865
New Directions in Library and Information Science Education. Final Report. Volume 2.8: Records and Information Manager Competencies.
25p. 1mf. L1 ED 265 861
New Directions in Library and Information Science Education. Final Report. Volume 2.4: Special Librarian Competencies.
219p. 3mf. L1 ED 265 857
New Directions in Library and Information Science Education. Final Report. Volume 2.3: School Librarian Competencies.
231p. 3mf. L1 ED 265 856
New Directions in Library and Information Science Education. Final Report. Volume 2.5: Database Producer Professional Competencies.
105p. 2mf. L1 ED 265 858
New Directions in Library and Information Science Education. Final Report. Volume 2.2: Public Librarian Competencies.
222p. 3mf. L1 ED 265 855

Korean Educational Development Inst., Seoul.
Manpower Projection and Strategies 1979-'91.
265p. 3mf. L1 ED 265 283

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
Reading Machines: Devices for Converting Print to Braille or Speech. Bibliography No. 85-2.
20p. 1mf. L1 ED 265 710
Sources of Audiovisual Materials about Handicapping Conditions. Reference Circular No. 85-3.
69p. 1mf. L1 ED 265 709

Lilly Endowment, Inc., Indianapolis, Ind.
Gender and Computers: The Beneficial Effects of Experience on Attitudes.
32p. 1mf. L1 ED 265 848
Recruiting Seminary Trustees.
23p. 1mf. L1 ED 265 775
Selection of Seminary Presidents: An Informal Guide for Trustee Search Committees.
28p. 1mf. L1 ED 265 809

Los Angeles County Commission on Human Relations, Calif.
Community Intergroup Conflict Resolution Guide.
36p. 1mf. L1 ED 266 198

Louisiana State Dept. of Education, Baton Rouge.
Louisiana Standards for State Certification of School Personnel Part A. Part B Vocational-Technical Personnel. Bulletin 746.
124p. 2mf. L1 ED 266 108

Louisiana State Dept. of Education, Baton Rouge. Bureau of Migrant Education.
Education. Louisiana MSRTS Manual. Bulletin 1712.
178p. 2mf. L1 ED 265 980
Health. Louisiana MSRTS Manual. Bulletin 1711.
64p. 1mf. L1 ED 265 979

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.
Use of the Computer in Louisiana Schools. Bulletin 1679.
26p. 1mf. L1 ED 265 828
Use of the Computer in Louisiana Schools. Fourth Annual Report. Bulletin 1679, Revised.
139p. 2mf. L1 ED 265 829

Madison Public Schools, Wis.
Parent Inventory of Child Development in Nonschool Environments. (Working Copy).
99p. 2mf. L1 ED 265 931

Maine State Dept. of Educational and Cultural Services, Augusta.
Maine Dissemination Capacity Building Project: The Information Exchange. Final Report.
39p. 1mf. L1 ED 265 662

Mankato State Univ., MN. Bureau of Field Studies and Research.
Survey of Attitudes Toward the Russell-Tyler Pairing.
98p. 2mf. L1 ED 265 989

Market Data Retrieval, Westport, Conn.
Microcomputers in Schools, 1984-85. A Comprehensive Survey and Analysis.
130p. 2mf. L1 ED 265 822

Maryland State Board for Community Colleges, Annapolis.
Improvement of Occupational Education in Maryland. A Progress Report, Fiscal Year 1985.
23p. 1mf. L1 ED 265 900

Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Improvement of Occupational Education in Maryland. A Progress Report, Fiscal Year 1985.
23p. 1mf. L1 ED 265 900

Max-Planck-Institut fuer Bildungsforschung, Berlin (West Germany).
Rise and Fall of the Social Science Curriculum Project in Iceland, 1974-84: Reflections on Reason and Power in Educational Progress.
61p. 1mf. L1 ED 266 083

Mesa Coll., Grand Junction, CO.
Developing and Implementing a Program of Employer and Job Needs Assessment.
51p. 1mf. L1 ED 265 366

MESA Corp., Reston, VA.
Education in Correctional Settings. A Guide for Developing Quality Vocational and Adult Basic Education Programs.
126p. 2mf. L1 ED 265 412

Michigan State Dept. of Education, Lansing.
Functional Ability Rating Scale (FARS): A Community Developed, Behaviorally Based Instrument Designed to Assess a Subject's Capabilities in Seven Areas of Major Life Activity. Technical Manual.
40p. 1mf. L1 ED 266 147

Michigan State Dept. of Education, Lansing. Office for Sex Equity.
Sex Equity and Math Achievement: A Summary of Research and Recommendations.
18p. 1mf. L1 ED 266 039

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
What Knowledge Is of Most Worth to Teachers? Insights from Studies of Teacher Thinking. Occasional Paper No. 86.
20p. 1mf. L1 ED 266 109

Ministry of Science and Technology, Seoul (South Korea).
Manpower Projection and Strategies 1979-'91.
265p. 3mf. L1 ED 265 283

Minnesota Senate, St. Paul. Education Committee.
Financing Education in Minnesota, 1985-86. A Report by the Minnesota Senate Education Committee.
52p. 1mf. L1 ED 265 645

Minnesota State Dept. of Education, St. Paul.
Technology Demonstration Program: Final 1984-85 Evaluation Report. Technology Demonstration Sites: Case Studies and Technology Report, Part A, Sections 11-15 and 17-20.
201p. 3mf. L1 ED 265 839

Minnesota Univ., Minneapolis.
Networking: A Case Study and Developmental Model.
79p. 1mf. L1 ED 265 876

Mississippi State Dept. of Education, Jackson.
Annual Report of the State Superintendent of Public Education, 1983-84 and Recommendations to the Legislature of Mississippi, 1985. Volume I.
23p. 1mf. L1 ED 265 652

Missouri Association of Teachers of English.
Poetry in the Classroom.
101p. 2mf. L2 ED 265 549

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.
Creative Job Development Strategies.
174p. 2mf. L1 ED 265 364
Job Placement Guide. A Basic Approach to School-Based Job Placement Programs. Third Edition.
144p. 2mf. L1 ED 265 363

Montana State Dept. of Public Instruction, Helena.
Montana Cooperative Education Handbook.
137p. 2mf. L1 ED 265 370

Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
Basic Electricity in Agricultural Mechanics.
191p. 2mf. L1 ED 265 369
Use of Hand Tools in Agricultural Mechanics.
131p. 2mf. L1 ED 265 368

Montana State Office of the Superintendent of Public Instruction, Helena.
Research Study to Determine the Effects of Early Keyboard Use upon Student Development in Occupational Keyboarding. Final Report of Research.
60p. 1mf. L1 ED 265 367

Montana State Univ., Bozeman.
Research Study to Determine the Effects of Early Keyboard Use upon Student Development in Occupational Keyboarding. Final Report of Research.
60p. 1mf. L1 ED 265 367

Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.
Basic Electricity in Agricultural Mechanics.
191p. 2mf. L1 ED 265 369
Use of Hand Tools in Agricultural Mechanics.
131p. 2mf. L1 ED 265 368

Montclair State Coll., Upper Montclair, NJ. Life Skills Center.
Children, Get a Headstart on the Road to Good Nutrition.
728p. 8mf. L1 ED 265 950

Mott (C.S.) Foundation, Flint, Mich.
Networking: A Case Study and Developmental Model.
79p. 1mf. L1 ED 265 876

Music Educators National Conference, Reston, Va.
Class of 2001: Coping with the Computer Bandwagon. Words of Note Series.
18p. 1mf. L2 ED 266 069
Young Child and Music: Contemporary Principles in Child Development and Music Education. Proceedings of the Music in Early Childhood Conference (Provo, Utah, June 28-30, 1984).
123p. 2mf. L2 ED 265 949

National Academy of Sciences - National Research Council, Washington, DC. Committee on Research in Mathematics, Science, and Technology Education.
Mathematics, Science, and Technology Education: A Research Agenda.
100p. 2mf. L1 ED 266 037

National Archives and Records Service (GSA), Washington, D.C.
Prediction of the Long Term Stability of Polyester-Based Recording Media. First Annual Report, June 1982; Second Annual Report, August 1983; Progress Report, December 1984.
131p. 2mf. L1 ED 265 835

National Association for Research in Science Teaching.
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (59th, San Francisco, California, March 28-31, 1986).
193p. 3mf. L1 ED 266 044

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Campus Telephone Systems: Managing Change.
130p. 2mf. L2 ED 265 794

National Association of Secondary School Principals, Reston, Va.
Supreme Court on Special Education: An Update.
9p. 1mf. L2 ED 265 723

National Association of State Scholarships and Grant Programs.
National Association of State Scholarship and Grant Programs. 17th Annual Survey Report, 1985-86 Academic Year.
220p. 3mf. L1 ED 265 821
National Association of State Scholarship and Grant Programs. 14th Annual Survey, 1982-83 Academic Year.
258p. 3mf. L1 ED 265 820

National Black Child Development Inst., Inc., Washington, D.C.
Child Care in the Public Schools: Incubator for Inequality?
35p. 1mf. L2 ED 265 969

National Bureau of Standards (DOC), Gaithersburg, MD. Office of Standard Reference Data.
Standard Reference Data Publications, 1964-1984. NBS Special Publication 708.
147p. 2mf. L1 ED 265 887

National Bureau of Standards (DOC), Washington, D.C.
Prediction of the Long Term Stability of Polyester-Based Recording Media. First Annual Report, June 1982; Second Annual Report, August 1983; Progress Report, December 1984.
131p. 2mf. L1 ED 265 835

National Catholic Educational Association, Washington, D.C.
Those Who Would Be Catholic School Principals: Their Recruitment, Preparation, and Evaluation.
40p. 1mf. L1 ED 265 658

National Center for Education Statistics (ED), Washington, DC.
Salary Comparisons of 1979-80 College Graduates, by Sex in May 1981. Analytic Report.
51p. 1mf. L1 ED 265 812

National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
Hospital Use by Children in the United States and Canada. Comparative International Vital and Health Statistics Reports.
76p. 1mf. L1 ED 265 474
Trends in Teenage Childbearing, United States, 1970-81. Data from the National Vital Statistics System.
32p. 1mf. L1 ED 265 475

National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
Child Abuse and Neglect: Reporting in Colorado Fiscal Years 1977 to 1984.
37p. 1mf. L2 ED 265 465
Preventing Abuse in Family Foster Care. Instructor's Manual.
299p. 4mf. L2 ED 265 940

National Committee for Adoption, Inc., Washington, DC.
Adoption Factbook: United States Data, Issues, Regulations and Resources.
170p. 2mf. L2 ED 265 967

National Conference on Research in English.
Research on Written Composition: New Directions for Teaching.
380p. 4mf. L1 ED 265 552

National Council of Teachers of English, Urbana, Ill.
Convergences: Transactions in Reading and Writing.
274p. 3mf. L1 ED 265 568
Program to Recognize Excellence in Student Literary Magazines, 1985. Ranked Magazines.
88p. 1mf. L1 ED 265 562

National Crime Prevention Council, Washington, DC.
Making a Difference: Young People in Community Crime Prevention.
143p. 2mf. L2 ED 265 473

National Education Association, Washington, D.C.
Asbestos in Our Schools. Taming the Silent Killer. A Handbook for Association Leaders Produced by NEA.
50p. 1mf. L2 ED 265 665
Critical Thinking Skills. Analysis and Action Series.
49p. 1mf. L2 ED 265 501
Federal Role in Education. An NEA Policy Paper. Revised Edition.
32p. 1mf. L1 ED 265 651
Parents and Teachers as Discipline Shapers.
35p. 1mf. L2 ED 265 945
Teacher-Written Student Tests: A Guide for Planning, Creating, Administering, and Assessing.
67p. 1mf. L2 ED 266 182

National Endowment for the Humanities (NFAH), Washington, D.C.
Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64.
53p. 1mf. L1 ED 265 776

National Historical Publications and Records Commission, Washington, DC.
Managing Local Government Records: A Manual for Local Government Officials in New York State.
108p. 2mf. L1 ED 265 875

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Adjusting to Childhood Diabetes.
9p. 1mf. L1 ED 265 433
Effect of Task Purpose on the Study Behaviors and Recall of Young Children. Technical Report No. 346.
38p. 1mf. L1 ED 265 493

National Inst. of Education (ED), Washington, DC.
Successful Teachers' Patterns of Microcomputer-Based Mathematics and Science Instruction. A RAND Note.
[illegible]
Academic Tasks and Research in Science Teaching.
[illegible]
Applied Studies in Computerized Diagnostic Testing: Implications for Practice. Diagnostic Testing Project.
22p. 1mf. L1 ED 266 157
Architecture as a Metaphor for Development of Culturally Adapted Minority Education Programs. Final Report of the Regional Study Award Project.
[illegible]
Arkansas Capacity Building Dissemination Project. Final Report.
325p. [illegible] L1 ED 265 670
Assessing Instructional Outcomes.
68p. 1mf. L1 ED 266 175
[illegible]
Cognitive Domain, the Last Frontier. Final Report of the Regional Study Award Project.
[illegible]
Collaboration in Education and Employment: What It Takes to Make It Work. Annual Policy Forum Proceedings (Columbus, Ohio, October 29-31, 1985).
200p. 2mf. L1 ED 265 [illegible]
Contexts for Learning to Write: Studies of Secondary School Instruction. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
[illegible]
[illegible]
Delinquency Prevention in South Chicago: A Fifty-Year Assessment of the Chicago Area Project.
[illegible]
Development of Teacher Perspectives: Final Report.
[illegible]
Dissemination Capacity Building Project. Final Report.
[illegible]
District and School Policies and Management Practices Leading to Effective Secondary Schools: Preliminary Draft for Non-Intensive Sites.
[illegible]
Documenting Evaluation Use: Guided Evaluation Decisionmaking. Evaluation Productivity Project.
[illegible]
Effect of Task Purpose on the Study Behaviors and Recall of Young Children. Technical Report No. 346.
[illegible]
Effective Practices in Indian Education. Teacher's Monograph.
[illegible]
Effective Practices in Indian Education. Curriculum Monograph. A Monograph for Using and Developing Culturally Appropriate Curriculum for American Indian Students.
234p. 4mf. L1 ED 266 002
Effective Practices in Indian Education. Administrator Monograph. A Monograph on Effective School Administration Practices in Indian Education.
[illegible]
Effects of Training in Story Mapping Procedures on the Reading Comprehension of Poor Readers. Technical Report No. 352.
[illegible]
Resource Papers and Technical Reports. Research into Practice Project.
174p. 2mf. L1 ED 266 [illegible]
Reviews of Microcomputer Item Banking Software.
49p. 1mf. L1 ED 266 167
Social vs. Clinical Perspectives on the Use of Information: Implications for School-based Information Systems. Systemic Evaluation Project
33p. 1mf. L1 ED 266 155
Specificity of Information in Data-Based Decision Making in Schools. Systemic Evaluation Project. Final Report.
43p. 1mf. L1 ED 266 [illegible]
Strategies for Improving Teacher Education. MTIR Satellite Network Conference Proceedings (Austin, Texas, November 1-2, 1984; Austin, Texas, April 22-23, 1985).
68p. 1mf. L1 ED 266 094
Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report No. 6, 1985.
90p. 1mf. L1 ED 265 798
Suicide: Theory, Identification, and Counseling Strategies. Searchlight Plus: Relevant Resources in High Interest Areas.
162p. 2mf. L1 ED 265 464
Teacher Supply Pipeline: The View from Four States.
18p. 1mf. L1 ED 266 118
Teaching Mathematics and Science: Patterns of Microcomputer Use.
50p. 1mf. L2 ED 266 036
Tennessee Dissemination Capacity Building Project. Final Report.
69p. 1mf. L1 ED 265 671
Test Design Manual: Guidelines for Developing Diagnostic Tests. Diagnostic Testing Project.
99p. 2mf. L1 ED 266 159
Training's Benchmarks. A Statistical Sketch of Employer-Provided Training and Education: 1969-1981. Task I Report: The Impact of Public Policy on Education and Training in the Private Sector.
140p. 2mf. L1 ED 265 379
Training's Policies: Public and Private Reinforcement for the American Economy. Final Report. The Impact of Public Policy on Education and Training in the Private Sector.
91p. 1mf. L1 ED 265 377
Training's Practices: Education and Training within the American Firm.
246p. 3mf. L1 ED 265 378
Two Case Studies of Local Test Development.
109p. 2mf. L1 ED 266 169
Using State Test Data for National Indicators of Education Quality: A Feasibility Study. Final Report.
275p. 3mf. L1 ED 266 156
What Knowledge Is of Most Worth to Teachers? Insights from Studies of Teacher Thinking. Occasional Paper No. 86.
20p. 1mf. L1 ED 266 109
Worker Dislocation: A Policy Study and Selected References on Worker Dislocation and the Unemployment Process. An Annotated Bibliography.
133p. 2mf. L1 ED 265 386

National Inst. of Handicapped Research (ED), Washington, DC.
Life Transitions of Learning Disabled Adults: Perspectives from Several Countries. Monograph Number Thirty-Two.
68p. 1mf. L1 ED 265 722
More We Do Together: Adapting the Environment for Children with Disabilities. Monograph No. 31.
91p. 1mf. L1 ED 265 708
Strategies for Serving Deaf-Blind Clients: Institute on Rehabilitation Issues (11th, San Antonio, Texas, June 1984).
163p. 2mf. L1 ED 265 729

National Inst. of Mental Health (DHHS), Rockville, Md.
Southeast Asian Mental Health: Treatment, Prevention, Services, Training and Research.
557p. 6mf. L1 ED 266 199

National Inst. of Mental Health (DHHS), Rockville, MD.
Visual Hemispheric Specialization: A Computational Theory. Technical Report 07.
84p. 1mf. L1 ED 266 190

National Inst. of Mental Health (DHHS/PHS), Rockville, Md. Div. of Biometry and Epidemiology.
Mental Health, United States 1985.
233p. 3mf. L1 ED 265 444

National Inst. on Aging (DHHS/NIH), Bethesda, MD.
Family Caregivers and Burden: A Developmental Perspective.
18p. 1mf. L1 ED 265 439
Marital Instability and the Changing Kinship Networks of Grandparents.
22p. 1mf. L1 ED 265 443
Relationships with Adult Children: Support Functions and Vulnerabilities.
30p. 1mf. L1 ED 265 446

National Library of Medicine (DHHS/NIH), Bethesda, Md.
Preservation of the Biomedical Literature: A Plan for the National Library of Medicine.
131p. 2mf. L2 ED 265 879

National Organization for Women, Washington, D.C. Project on Equal Education Rights.
Clash of Ideologies: The Reagan Administration Versus the Women's Educational Equity Act.
5p. 1mf. L2 ED 266 079
New Women's Educational Equity Act: Still Alive and Making a Difference. PEER Policy Paper #3.
4p. 1mf. L2 ED 266 077
PEER Report Card: Update on Women and Girls in America's Schools--A State-by-State Survey. PEER Policy Paper #4.
20p. 1mf. L2 ED 266 078

National Park Service (Dept. of Interior), Washington, D.C.
Civilian Conservation Corps and the National Park Service, 1933-1942: An Administrative History.
293p. 4mf. L1 ED 266 012
National Parks: Shaping the System.
115p. 2mf. L1 ED 266 013
Pupil Evaluation in Science. Report of a Study Group Meeting (Penang, Malaysia, January 9-18, 1985).
39p. 1mf. L2 ED 266 018

National Research Coordinating Unit Association, Washington, DC.
In-Service Teacher Education: A Key to Excellence in Vocational Education. Proceedings of a National Conference (Washington, D.C., April 10, 1985).
82p. 1mf. L1 ED 265 410

National Science Foundation, Washington, D.C.
Cultural Variations in Family Beliefs about Children's Performance in Mathematics: Comparisons among the People's Republic of China, Chinese-American, and Caucasian-American Families.
46p. 1mf. L1 ED 265 962
Engineering Programs in Emerging Areas, 1983-84. Higher Education Panel Report Number 64.
53p. 1mf. L1 ED 265 776
Review of Research on the Educational Potential of 3-2-1 Contact: A Children's TV Series on Science and Technology. A Report for the Children's Television Workshop and the National Science Foundation.
52p. 1mf. L1 ED 265 849
Role of Elaborations in Learning a Skill from an Instructional Text: Further Findings.
63p. 1mf. L1 ED 265 824
Strategy-Selection in Question-Answering.
90p. 1mf. L1 ED 266 179
Women and Minorities in Science and Engineering.
257p. 3mf. L1 ED 266 027

National Science Foundation, Washington, D.C. National Science Board.
Science Indicators: The 1985 Report.
333p. 4mf. L2 ED 266 043

National Society for Children and Adults with Autism, Washington, DC.
Directory of Programs Serving Children and Adults with Autism. Fifth Edition--1985.
28p. 1mf. L2 ED 265 690

National Swedish Board of Education, Stockholm.
Discovery Learning and Cognitive Development--The UKU Project.
14p. 1mf. L1 ED 265 920
Evaluation of Experimental Concentration of Studies in Upper Secondary School.
14p. 1mf. L1 ED 266 023

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
Research on Higher Education Program: An Overview. Swedish Research on Higher Education, 1985:8.
45p. 1mf. L1 ED 265 792

Nebraska State Dept. of Education, Lincoln. Div. of School Assistance & Support.
One Key LOGO and Hands-On Activity Cards.
121p. 2mf. L2 ED 265 833
Principals Guide to Instructional Television in the Classroom.
59p. 1mf. L2 ED 265 836

New England Association of Teachers of English.
Developing Audience Awareness.
60p. 1mf. L1 ED 265 551

New Jersey Governor's Committee on Children's Services Planning, Trenton.
Action Plan for Children: New Jersey. Recommendations of the Governor's Committee on Children's Services Planning.
186p. 2mf. L1 ED 265 930

New Jersey State Dept. of Education, Trenton.
Alternative Education Programs for Disruptive Students.
55p. 1mf. L1 ED 265 655

New Jersey State Dept. of Education, Trenton. Office of Equal Educational Opportunity.
Handbook for Teachers of Haitian Students in New Jersey.
135p. 2mf. L1 ED 266 227

New Mexico State Commission on Postsecondary Education, Santa Fe.
Future Is Excellence. Report of the New Mexico Governor's Commission on Higher Education.
192p. 2mf. L1 ED 265 754
Statewide Plan for Postsecondary Education in New Mexico: 1983-1987.
92p. 1mf. L1 ED 265 755

New Mexico State Dept. of Education
Career Education Program for Exceptional Students: An Implementation Guide.
128p. 2mf. L1 ED 265 352

New Mexico State Univ., Las Cruces.
Career Education Program for Exceptional Students: An Implementation Guide.
128p. 2mf. L1 ED 265 352

New Orleans Public Schools, La.
Survey of Recent Major Analyses of Internal Planning Issues for the New Orleans Public Schools. Pre-Planning Report No. 3.
58p. 1mf. L1 ED 266 183

New York City Board of Education, Brooklyn. Office of Educational Assessment.
Bilingual Program in Auxiliary Services for High Schools 1983-1984. O. E. A. Evaluation Report.
87p. 1mf. L1 ED 266 225
Dewitt Clinton High School Project BISECT 1983-1984. O.E.A. Evaluation Report.
46p. 1mf. L1 ED 266 232
Grover Cleveland High School Project CAUSA 1983-1984. O.E.A. Evaluation Report.
70p. 1mf. L1 ED 266 226
Training Opportunities Program: Special Edducation Component, 1983-1984. Final Evaluation Report.
81p. 1mf. L1 ED 265 715

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Erasmus Hall High School Bilingual Program 1983-1984. O.E.A. Evaluation Report.
47p. 1mf. L1 ED 266 203
South Bronx High School Career Awareness/Survival Skills Bilingual Program 1983-1984. O.E.A. Evaluation Report.
36p. 1mf. L1 ED 266 201
William H. Taft High School Project HOLA 1983-1984. O.E.A. Evaluation Report.
74p. 1mf. L1 ED 266 202

New York State Education Dept., Albany.
Managing Local Government Records: A Manual for Local Government Officials in New York State.
108p. 2mf. L1 ED 265 875
Strengthening Teaching. A Review of Issues and Programs in New York State.
49p. 1mf. L1 ED 266 123

New York State Education Dept., Albany. Bureau of Curriculum Development.
General Biology Syllabus.
82p. 1mf. L1 ED 266 008
Teaching about the Holocaust and Genocide: Introduction. The Human Rights Series, Volume I.
137p. 2mf. L1 ED 266 074
Teaching about the Holocaust and Genocide. The Human Rights Series, Volume II.
581p. 7mf. L1 ED 266 075

New York State Education Dept., Albany. Bureau of Migrant Education.
Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.
174p. 2mf. L1 ED 265 982

New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations.
Martin Luther King, Jr. Resource Guide.
88p. 1mf. L1 ED 266 218

New York State Education Dept., Albany. Information Center on Education.
College & University Employees, New York State, 1984-85.
16p. 1mf. L1 ED 265 811
College and University Degrees Conferred, New York State, 1983-84.
17p. 1mf. L1 ED 265 772
College and University Racial/Ethnic Distribution of Enrollment, New York State, Fall 1984.
28p. 1mf. L1 ED 265 786
Racial/Ethnic Distribution of Public School Students and Staff, New York State 1984-85.
55p. 1mf. L1 ED 266 223

New York State English Council.
Ethnography and the English Classroom.
36p. 1mf. L2 ED 265 550

New York State Library, Albany.
Report from the States, 1985. White House Conference on Library and Information Services Task Force 6th Annual Report.
68p. 1mf. L1 ED 265 884

North Carolina State Dept. of Public Instruction, Raleigh.
Keeping Students in School. Dropout Data, Research, and Programs.
61p. 1mf. L1 ED 265 430

North Carolina Univ., Chapel Hill. School of Social Work.
Group Care/Adoption Practice Manual: Guidelines for Adoptive Planning for Children in Group Care.
142p. 2mf. L2 ED 265 923

North Carolina Univ., Chapel Hill. Technical Assistance Development System.
Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part III.
113p. 2mf. L1 ED 265 703

North Orange County Community Coll. District, Fullerton, Calif.
Future-Look: An Examination of the Future of the Community College from the Perspective of the Environmental, Economic, and Educational Influences on Courses, Programs, and Services.
123p. 2mf. L1 ED 265 918

Northern Arizona Univ., Flagstaff. Inst. for Human Development.
School to Work, Transitioning Services in Northern Arizona. A Study of High School and VR Programs for Adolescent Disabled Individuals.
65p. 1mf. L1 ED 265 286

Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
Examples of Item Banks to Support Local Test Development: Two Case Studies With Reactions.
75p. 1mf. L1 ED 266 168
Item Banking for Local Test Development: Practitioner's Handbook.
99p. 2mf. L1 ED 266 166
Reviews of Microcomputer Item Banking Software.
49p. 1mf. L1 ED 266 167
Two Case Studies of Local Test Development.
109p. 2mf. L1 ED 266 169

Northwest Regional Educational Lab., Portland, OR. Audit and Evaluation Program.
Curriculum Alignment: Topic Summary Report. Research on School Effectiveness Project.
14p. 1mf. L1 ED 265 631

Northwest Regional Educational Lab., Portland, OR. Center for Performance Assessment.
Architecture as a Metaphor for Development of Culturally Adapted Minority Education Programs. Final Report of the Regional Study Award Project.
12p. 1mf. L1 ED 266 176
Feeling for the Student: An Analysis of the Art of Classroom Assessment.
173p. 2mf. L1 ED 266 165

Northwest Regional Educational Lab., Portland, OR. Center for Professional Development.
Cognitive Domain: The Last Frontier. Final Report of the Regional Study Award Project.
14p. 1mf. L1 ED 265 496

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
Worker Dislocation: A Policy Study and Selected References on Worker Dislocation and the Unemployment Process. An Annotated Bibliography.
133p. 2mf. L1 ED 265 386

Northwest Regional Educational Lab., Portland, Oreg.
Beacon Hill Elementary Staff Involvement Leads to Improvements. Profiles Programs & Products. Goal Based Education Number 46.
6p. 1mf. L1 ED 266 127
Effective Practices in Indian Education. Teacher's Monograph.
382p. 4mf. L1 ED 266 000
Effective Practices in Indian Education. Administation Monograph. A Monograph on Effective School Administration Practices in Indian Education.
158p. 2mf. L1 ED 266 001
Effective Practices in Indian Education. Curriculum Monograph. A Monograph for Using and Developing Culturally Appropriate Curriculum for American Indian Students.
294p. 4mf. L1 ED 266 002

Oakland Univ., Rochester, Mich.
Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors, 1985-88.
96p. 1mf. L1 ED 265 789

Oakton Community Coll., Des Plaines, IL.
Bridges to Successful Reading (Reading Skills Lessons for Transitioning LEP Students) and Final Report.
123p. 2mf. L2 ED 265 413

OCLC Online Computer Library Center, Inc., Dublin, Ohio.
End User Behavior on the Ohio State University Libraries' Online Catalog: A Computer Monitoring Study. Research Report.
41p. 1mf. L1 ED 265 888

Office of Educational Research and Improvement (ED), Washington, DC.
Advantages of Small Schools. ERIC Digests.
12p. 1mf. L1 ED 265 988
Alternative Certification for Teachers. ERIC Digest 1, 1986.
4p. 1mf. L1 ED 266 137
Children's Humor: A Cognitive-Developmental Perspective.
45p. 1mf. L1 ED 265 937
Children's Peer Relationships.
3p. 1mf. L1 ED 265 936
Early Childhood Educator's Knowledge Base: A Reconsideration.
29p. 1mf. L1 ED 265 974
Implementing the Recommendations of "Becoming a Nation of Readers": A Guide for Practitioners.
9p. 1mf. L1 ED 265 530
Motivation and School Achievement.
45p. 1mf. L1 ED 265 938
Nature of Professions: Where Is Early Childhood Education?
38p. 1mf. L1 ED 265 948
Resources in Education (RIE). Volume 21, Number 6.
p. mf. L2 ED 265 282
Teaching Early Childhood Educators and Other Adults How to Use Computers.
3p. 1mf. L1 ED 265 935

Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
New Directions in Library and Information Science Education. Final Report. Volume 2.5: Database Producer Professional Competencies.
105p. 2mf. L1 ED 265 858
New Directions in Library and Information Science Education. Final Report. Volume 2.10: Information Analysis Center Professional Competencies.
75p. 1mf. L1 ED 265 863
New Directions in Library and Information Science Education. Final Report. Volume 2.12: Library System Supplier Professional Competencies.
59p. 1mf. L1 ED 265 865
New Directions in Library and Information Science Education. Final Report. Volume 2.11: Information Service Company Professional Competencies.
75p. 1mf. L1 ED 265 864
New Directions in Library and Information Science Education. Final Report. Volume 2.9: Archivist/Museum Professional Competencies.
75p. 1mf. L1 ED 265 862
New Directions in Library and Information Science Education. Final Report. Volume 2.8: Records and Information Manager Competencies.
25p. 1mf. L1 ED 265 861
New Directions in Library and Information Science Education. Final Report. Volume 2.2: Public Librarian Competencies.
222p. 3mf. L1 ED 265 855
New Directions in Library and Information Science Education. Final Report. Volume 2.3: School Librarian Competencies.
231p. 3mf. L1 ED 265 856
New Directions in Library and Information Science Education. Final Report. Volume 2.6: Database Distributor/Service Professional Competencies.
24p. 1mf. L1 ED 265 859
New Directions in Library and Information Science Education. Final Report. Volume 2.1: Academic Librarian Competencies.
229p. 3mf. L1 ED 265 854
New Directions in Library and Information Science Education. Final Report. Volume 2.4: Special Librarian Competencies.
219p. 3mf. L1 ED 265 857
New Directions in Library and Information Science Education. Final Report. Volume 2.7: Information Center/Clearinghouse Professional Competencies.
142p. 2mf. L1 ED 265 860
New Directions in Library and Information Science Education. Final Report.
376p. 4mf. L1 ED 265 853

Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
Educational Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices. Twelfth Edition.
351p. 4mf. L2 ED 266 134

Office of Elementary and Secondary Education (ED), Washington, D.C. Migrant Education Programs.
Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.
174p. 2mf. L1 ED 265 982

Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.
Clear de Road. A Virgin Islands History Textbook.
209p. 3mf. L1 ED 266 055
Clear de Road: A Manual for Teachers to Accompany a Virgin Islands History Textbook of the Same Name on Virgin Islands History for Fourth Grade.
136p. 2mf. L1 ED 266 054

Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students.
88p. 1mf. L1 ED 266 006

Office of Human Development Services (DHHS), Washington, D.C.
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Structure and Operation of Dispositional Hearings in Selected States. Volume II.
339p. 4mf. L1 ED 265 964
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Draft: Legal Issues and State Statutory Survey. Volume III.
256p. 3mf. L1 ED 265 965
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. National Survey. Volume I.
298p. 4mf. L1 ED 265 963
Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Functioning of the Hearings. Volume IV. Final Volume.
233p. 3mf. L1 ED 265 966

Office of Indian Education (ED), Washington, D.C.
Focus on Navajo Tribal Government.
26p. 1mf. L1 ED 265 992

Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Acquiring, Representing, and Evaluating a Competence Model of Diagnostic Strategy.
97p. 2mf. L1 ED 266 178
Asymptotic Properties of Induced Maximum Likelihood Estimates of Nonlinear Models for Item Response Variables: The Finite-Generic-Item-Pool Case.
42p. 1mf. L1 ED 266 177
Comparison of the Estimated Item Parameters of Shiba's Word/Phrase Comprehension Tests Obtained by Logist 5 and Those by the Tetrachoric Method.
470p. 5mf. L1 ED 266 192
Role of Elaborations in Learning a Skill from an Instructional Text: Further Findings.
63p. 1mf. L1 ED 265 824
Sequential Processes in Image Generation: An Objective Measure. Technical Report #6.
68p. 1mf. L1 ED 266 188
Strategy-Selection in Question-Answering.
90p. 1mf. L1 ED 266 179
Visual Hemispheric Specialization: A Computational Theory. Technical Report #7.
84p. 1mf. L1 ED 266 190

Office of Refugee Resettlement (DHHS), Washington, D.C.
Southeast Asian Mental Health: Treatment, Prevention, Services, Training and Research.
557p. 6mf. L1 ED 266 199

Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Integration of the Handicapped in Secondary Schools: Five Case Studies. The Education of the Handicapped Adolescent, III.
170p. 2mf. L2 ED 265 714
Training Teachers of the Handicapped through a Competency Based Format to Instruct Motor Skills.
34p. 1mf. L1 ED 265 716

Office of Vocational and Adult Education (ED), Washington, DC.
Education in Correctional Settings. A Guide for Developing Quality Vocational and Adult Basic Education Programs.
126p. 2mf. L1 ED 265 412

Ofice of Migrant Education Programs (ED), Washington, D.C.
Education. Louisiana MSRTS Manual. Bulletin 1712.
178p. 2mf. L1 ED 265 980

Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
Energy and Resource Conservation. Minimum Standards Leadership Series 1985.
78p. 1mf. L1 ED 266 042

Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Investigations in Mathematics Education. Volume 18, Number 4.
73p. 1mf. L1 ED 266 031

Ohio State Univ., Columbus. Dept. of Art Education.
Competency and Art Education. A Critique.
51p. 1mf. L2 ED 266 068

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Collaboration in Education and Employment: What It Takes To Make It Work. Annual Policy Forum Proceedings (Columbus, Ohio, October 29-31, 1985).
100p. 2mf. L1 ED 265 415
Knowledge Development and Utilization: Getting Employability Research into Public Use.
55p. 1mf. L1 ED 265 414

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (59th, San Francisco, California, March 28-31, 1986).
193p. 3mf. L1 ED 266 044

Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Applied Industrial Electronics: Power Control and Electronic Troubleshooting.
319p. 4mf. L2 ED 265 417
Introduction to Auto Body. Vocational Trade and Industrial Education.
683p. 8mf. L2 ED 265 419
Residential Carpentry.
1147p. 12mf. L2 ED 265 418

Ontario Association of University Personnel Administrators, Toronto.
University Benefits Survey. Part I (All Benefits Excluding Pensions).
159p. 2mf. L1 ED 265 805
University Benefits Survey. Part II (Pensions).
47p. 1mf. L1 ED 265 806

Ontario Confederation of University Faculty Associations, Toronto.
University Benefits Survey. Part I (All Benefits Excluding Pensions).
159p. 2mf. L1 ED 265 805
University Benefits Survey. Part II (Pensions).
47p. 1mf. L1 ED 265 806

Ontario Inst. for Studies in Education, Toronto.
Excellence, Reform and Equity in Education: An International Perspective. Occasional Papers Series, Number 13.
185p. 2mf. L2 ED 266 073
Professoriate: Occupation in Crisis.
396p. 5mf. L1 ED 265 816

Oregon School Study Council, Eugene.
Declining Enrollments.
35p. 1mf. L1 ED 265 624
Former Members Tell...Why They Left the School Board.
36p. 1mf. L1 ED 265 627
Intraorganizational Conflict in Schools.
29p. 1mf. L1 ED 265 625
New Perspectives in Administration: Report of an Elementary Principals' Conference.
32p. 1mf. L1 ED 265 623
Searching for a Prophet: The Naive State of Education as a Science.
27p. 1mf. L1 [illegible]
Selecting Elementary Reading Programs.
[illegible]
Superintendent's September Observations.
[illegible]
Teaching Basic Reading Skills in Secondary Schools.
[illegible]

Oregon Univ., Eugene. Center for Advanced Technology in Education.
Extending the Human Mind: Computers in Education. Proceedings of the Annual Summer Computer Conference (4th, Eugene, Oregon, August 19-21, 1985).
[illegible]

Oregon Univ., Eugene. Center for Educational Policy and Management.
Linking the Behaviors and Activities of Secondary School Principals to School Effectiveness: A Technical Report. Final Report.
[illegible]

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Integration of the Handicapped in Secondary Schools: Five Case Studies. The Education of the Handicapped Adolescent, III.
170p. 2mf. L2 ED 265 714

ORI, Inc., Bethesda, Md. Information Systems Div.
Resources in Education (RIE). Volume 21, Number 6.
p. mf. L2 ED 265 282

Pennsylvania State Dept. of Education, Harrisburg.
Learning Centers: A Personalized Approach to Mainstreaming.
[illegible]

[illegible]

Pennsylvania State Univ., University Park. Div. of Curriculum and Instruction.
[illegible]

Pennsylvania Univ., Philadelphia. Higher Education Finance Research Inst.
Training's Benchmarks: A Statistical Sketch of Employer-Provided Training and Education: 1969-1981. Task I Report: The Impact of Public Policy on Education and Training in the Private Sector.
[illegible]
Training's Policies: Public and Private Reinforcement for the American Economy. Final Report: The Impact of Public Policy on Education and Training in the Private Sector.
[illegible]
Training's Practices: Education and Training within the American Firm.
[illegible]

Phi Delta Kappa, Commerce, TX. East Texas State Chapter.
[illegible]

Pittsburgh Univ., Pa. Learning Research and Development Center.
Evaluating Administrative Components of Program Implementation in the Adaptive Learning Environments Model.
[illegible]

Portland Public Schools, OR. Research and Evaluation Dept.
ECIA, Chapter 1 Early Childhood Education Program in the Portland Public Schools. 1984-85 Evaluation Report.
[illegible]

Princeton Univ., NJ. Mid-Career Fellowship Program.
[illegible]

[illegible]

Roosevelt Univ., Chicago, Ill. Coll. of Education.
[illegible]
143p. 2mf. L1 ED 265 701

Saddleback Community Coll. District, Mission Viejo, CA.
Review of Present and Proposed Occupational and Degree Programs Offered by the Saddleback Community College District and the Labor Market in Orange County.
74p. 1mf. L1 ED 265 896

Saint John's Univ., Jamaica, N.Y.
Agreement between the Administration of St. John's University, New York, and the St. John's Chapter of the American Association of University Professors, 1984-1987.
60p. 1mf. L1 ED 265 790

San Diego City Schools, CA. Planning, Research and Evaluation Div.
Testing Results for Minority Isolated Schools. San Diego City Schools, Spring 1984. Report No. 375.
420p. 5mf. L1 ED 266 170

San Diego State Univ., CA. Center for Communications.
Electronic Text: An Amalgam of Capabilities for Creating, Informing, and Instructing. Monograph Number Two of the Electronic Text Monograph Series.
47p. 1mf. L1 ED 265 830

San Joaquin Delta Coll., Stockton, Calif.
Evaluation of the San Joaquin Delta College Basic Skills Program, Spring 1985.
76p. 1mf. L1 ED 265 894
Performance of San Joaquin Delta College Freshmen Students in Reading, Writing and Math by Ethnicity, High School Status and Age.
14p. 1mf. L1 ED 265 895

Santa Fe. Div. of Vocational Education.
Career Education Program for Exceptional Students: An Implementation Guide.
128p. 2mf. L1 ED 265 352

Santiago Univ. (Chile).
Faculty Activity Analysis in the Universidad Tecnica Del Estado Campuses.
475p. 5mf. L1 ED 265 765

Scarborough Board of Education (Ontario).
Evaluation of Guidance Services in Scarborough Schools. Internal Evaluation Report No. 6.
310p. 4mf. L1 ED 265 462
Evaluation of Student Self-Esteem in Scarborough Schools. Scarborough's Co-operative Evaluation and Development of School Systems (CEDSS) Project. Internal Evaluation Report No. 8.
132p. 2mf. L1 ED 265 463

Scottish Curriculum Development Service, Edinburgh.
Success in Writing: A Classroom Study with Slower Learning Pupils in Three Scottish Secondary Schools. (S3/S4).
223p. 3mf. L1 ED 265 561

Scottish Education Dept., Edinburgh.
Focus on Teaching Project. Final Report.
98p. 2mf. L1 ED 266 128
Success in Writing: A Classroom Study with Slower Learning Pupils in Three Scottish Secondary Schools. (S3/S4).
223p. 3mf. L1 ED 265 561

Society for International Development, New York, NY.
Multilateral Organizations for the 1990's: A Report of a Series of Workshops, a Conference, and Various Study Groups. October 1984 to January 1985.
60p. 1mf. L1 ED 266 065

Society of Women Engineers, New York, N.Y.
Profile of the Woman Engineer, 1984.
14p. mf. L3 ED 266 021

Sopris West, Inc., Longmont, CO.
Educational Programs That Work. A Collection of Proven Exemplary Educational Programs and Practices. Twelfth Edition.
351p. 4mf. L2 ED 266 134

South Carolina Migrant Farmworkers Commission, Columbia.
Migrant Services in South Carolina.
58p. 1mf. L1 ED 265 977

South Carolina State Dept. of Education, Columbia.
Activities for Immersion. Proceedings of the 1983 Summer Immersion Workshop for Foreign Language Teachers Sponsored by the South Carolina State Department of Education.
43p. 1mf. L1 ED 265 746
Indochinese Refugees: An Administrator's Handbook.
40p. 1mf. L1 ED 266 210

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
V-TECS Guide for Electronics Mechanic.
303p. 4mf. L1 ED 265 371

Southern Alberta Inst. of Technology, Calgary.
Cooperative Project for the Development and Delivery of Training to Rural Library Staff across Alberta. Phase Two/Three. First Interim Report.
106p. 2mf. L1 ED 265 869

Southern Illinois Univ., Carbondale. Illinois Cooperative Conservation Program.
Simple Workstation for the Conservation of Library Materials.
12p. 1mf. L1 ED 265 866

Special Education Programs (ED/OSERS), Washington, DC.
Expert Systems and Special Education.
16p. 1mf. L1 ED 265 686
Identifying Advanced Technologies for Education's Future.
19p. 1mf. L1 ED 265 643

Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Model Preschool Outreach Project. Annual Report, 1981-1982.
54p. 1mf. L1 ED 265 682

Speech Communication Association, Annandale, Va.
Directory of Graduate Programs in the Communication Arts and Sciences, 1986-1987. Ninth Edition .
315p. mf. L3 ED 265 577

Spencer Foundation, Chicago, Ill.
Cultural Variations in Family Beliefs about Children's Performance in Mathematics: Comparisons among the People's Republic of China, Chinese-American, and Caucasian-American Families.
46p. 1mf. L1 ED 265 962

Stanford Univ., Calif.
Contexts for Learning to Write: Studies of Secondary School Instruction. Writing Research: Multidisciplinary Inquiries into the Nature of Writing Series.
224p. mf. L3 ED 265 558

Stanford Univ., Calif. Dept. of Computer Science.
Acquiring, Representing, and Evaluating a Competence Model of Diagnostic Strategy.
97p. 2mf. L1 ED 266 178

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
Non-Credit Instructional Activities, January 1, 1985 Through June 30, 1985 with Trend Information for 1983, 1984 and 1985. State University of New York. Office of Institutional Research Research Report No. 20-85A.
375p. 4mf. L1 ED 265 768

State Univ. of New York, Buffalo. Comparative Education Center.
"When I Become a Fonctionnaire": School Knowledge in French Colonial Africa, 1918-1938. Occasional Papers Series, Number 11.
84p. 1mf. L2 ED 266 071
Efforts in Universalization of Primary Education: The Case of Bangladesh. Occasional Papers Series, Number 12.
78p. 1mf. L2 ED 266 072
Excellence, Reform and Equity in Education: An International Perspective. Occasional Papers Series, Number 13.
185p. 2mf. L2 ED 266 073
Unequal Knowledge Distribution: The Schooling Experience in a Togolese Secondary School. Occasional Papers Series, Number 9.
60p. 1mf. L2 ED 266 070

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Guide for Meeting Credit and Sequence Requirements in the New York Regents' Action Plan through Supervised Occupational Experience Programs. Bridging the Gap between School and the Workplace.
31p. 1mf. L1 ED 265 399

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
Preventing Child Abuse in the Harvest: A Handbook for Migrant Educators.
174p. 2mf. L1 ED 265 982

Statewide Job Placement Service, Sedalia, MO.
Creative Job Development Strategies.
174p. 2mf. L1 ED 265 364

Stepping Stones Growth Center, Oakland, CA.
Boatworks and Cleansweep: Mobile Work Crews for Adults with Developmental Disabilities.
128p. 2mf. L1 ED 265 692
Employability Project: The Employment of Persons with Developmental Disabilities.
23p. 1mf. L1 ED 265 693
Learning to Work: Transitioning Youth with Developmental Disabilities.
70p. 1mf. L1 ED 265 691

Stirling Univ. (Scotland).
Success in Writing: A Classroom Study with Slower Learning Pupils in Three Scottish Secondary Schools. (S3/S4).
223p. 3mf. L1 ED 265 561

Stockholm Univ. (Sweden).
New Directions in Journalism Research. A Selection of Papers from the Colloquium on Research in Journalism (Dubrovnik, Yugoslavia, April 1985). Publications Series B.
128p. 2mf. L1 ED 265 538

Swedish Inst. for the Handicapped, Bromma.
Aids--Intellectual Aids: A Conceptual Investigation.
13p. 1mf. L1 ED 265 699
How Our Understanding of Reality Develops.
57p. 1mf. L1 ED 265 697
Intellect and Intellectual Handicaps.
43p. 1mf. L1 ED 265 698

TAFE National Centre for Research and Development, Payneham (Australia).
Articulation of TAFE Middle-Level and Higher Education Courses in Australia.
267p. 3mf. L1 ED 265 297
Education and Worker Co-operatives. Some Perspectives of the Australian TAFE Connection.
29p. 1mf. L1 ED 265 296
Issues in TAFE.
243p. 3mf. L1 ED 265 295
Selection to Pre-Employment Trades Based Courses. Working Paper 5.
78p. 1mf. L1 ED 265 298

Tampere Univ. (Finland). Inst. of Journalism and Mass Communication.
New Directions in Journalism Research. A Selection of Papers from the Colloquium on Research in Journalism (Dubrovnik, Yugoslavia, April 1985). Publications Series B.
128p. 2mf. L1 ED 265 538

Tennessee State Dept. of Education, Nashville.
State Model for Local Evaluation, 1984-85. Tennessee Career Ladder Better Schools Program.
78p. 1mf. L1 ED 266 146

Tennessee State Dept. of Education, Nashville. Career Ladder Div.
Tennessee Dissemination Capacity Building Project. Final Report.
69p. 1mf. L1 ED 265 671

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Results of a Project to Improve Proficiency Scores in Selected Ninth Grades, 1984-85 School Year. First-Year Evaluation Report: Knoxville City Schools (KCS).
28p. 1mf. L1 ED 265 620

Tennessee Univ., Knoxville. Dept. of Psychology.

Comparison of the Estimated Item Parameters of Shiba's Word/Phrase Comprehension Tests Obtained by Logist 5 and Those by the Tetrachoric Method.
470p. 5mf. L1 ED 266 192

Texas Education Agency, Austin.

Texas Examination of Current Administrators and Teachers (TECAT). Test Specifications.
101p. 2mf. L1 ED 266 164

Texas Education Agency, Austin. Div. of Educational Assessment.

English Language Arts: Reading Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS).
46p. 1mf. L1 ED 266 162

English Language Arts: Writing Objectives and Measurement Specifications, 1986-1990. Exit Level. Texas Educational Assessment of Minimum Skills (TEAMS).
39p. 1mf. L1 ED 266 161

Texas Univ., Austin.

Shaw, Books, and Libraries. Bibliographical Monograph Series No. 9.
29p. 1mf. L2 ED 265 535

Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.

Far, Far To Go: Public Spending for Children and Youth in Texas. Special Project Report.
71p. 1mf. L2 ED 266 211

Texas Univ., Austin. Research and Development Center for Teacher Education.

Academic Tasks and Research in Science Teaching.
17p. 1mf. L1 ED 266 010

Beginning Teachers and Changes in Self-Perceived Sources of Influence on Classroom Teaching Practices. Report No. 9067.
22p. 1mf. L1 ED 266 095

Clinical Teacher Education Guidelines. Report No. 9071.
371p. 4mf. L1 ED 266 093

Strategies for Improving Teacher Education. MTIP Satellite Network Conference Proceedings (Austin, Texas, November 1-2, 1984; Austin, Texas, April 22-23, 1985).
68p. 1mf. L1 ED 266 094

Texas Univ., El Paso. Dept. of English.

University of Texas at El Paso Writing Assessment, Fall 1983: A Report.
173p. 2mf. L1 ED 265 533

United Nations Children's Fund, Bangkok (Thailand).

Communication for Water. Handbooks in Communication and Training for CSDR No. 2.
23p. 1mf. L1 ED 266 014

United Nations Children's Fund, New York, N.Y.

Power for the Future: Women in the 1980s. UNICEF News, Issue 122.
37p. 1mf. L1 ED 266 062

State of the World's Children, 1986.
99p. 2mf. L1 ED 265 926

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Preservation and Restoration of Paper Records and Books: A RAMP Study with Guidelines.
121p. 2mf. L2 ED 265 878

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Training of Science Teachers and Teacher Educators. Report of a Technical Working Group (Quezon City, Philippines, July 17-27, 1984).
78p. 1mf. L2 ED 266 017

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Organisation of Productive Work in Secondary Technical and Vocational Education in the United Kingdom. Studies in Technical and Vocational Education 2.
129p. 2mf. L2 ED 265 288

Policy, Planning and Management in Technical and Vocational Education. A Comparative Study. Trends and Issues in Technical and Vocational Education 3.
150p. 2mf. L2 ED 265 287

Teacher's Study Guide on the Biology of Human Populations: Asia.
430p. 5mf. L2 ED 266 038

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

Coral Taxonomy. Results and Recommendations of a Regional Unesco (COMAR)/UNEP Workshop with Advanced Training (Phuket Marine Biological Centre, Thailand, February 10-26, 1984). Unesco Reports in Marine Science No. 33.
53p. 1mf. L2 ED 266 015

Physical Oceanography of the Eastern Mediterranean (POEM): A Research Programme. Reports of the Organizing Committee Meeting (Paris, August 1984), and the Scientific Workshop (Lucerne, October 1984). Unesco Reports in Marine Science 35.
77p. 1mf. L2 ED 266 016

United Nations Non-Governmental Liaison Service, New York, NY.

Multilateral Organizations for the 1990's: A Report of a Series of Workshops, a Conference, and Various Study Groups. October 1984 to January 1985.
60p. 1mf. L1 ED 266 065

United Nations, New York, N.Y.

Courses on Population and Development: Aspects of Technical Co-operation.
61p. 1mf. L2 ED 266 048

Hope for Tomorrow: A Booklet of Questions and Answers. The United Nations for Young People.
20p. 1mf. L2 ED 266 064

World Concerns and the United Nations: Model Teaching Units for Primary, Secondary and Teacher Educators Based on the Work of Participants in the UN Fellowship Programme for Educators (1975-1981) and the UNESCO Associated Schools Project.
248p. 3mf. L2 ED 266 047

United Nations, New York, N.Y. Office of Public Information.

Basic Facts about the United Nations.
143p. 2mf. L2 ED 266 051

Charter of the United Nations and Statute of the International Court of Justice.
47p. 1mf. L2 ED 266 050

United Nations General Information Kit.
269p. 3mf. L2 ED 266 046

University Council for Educational Administration, Tempe, AZ.

Meaning of School Accounts: A Self-Instructional Text. 4th Edition.
119p. 2mf. L1 ED 265 622

University of Central Florida, Orlando. Coll. of Education.

Follow-up Study of Selected Graduates from the College of Education, University of Central Florida: A Preliminary Report (#85-1).
31p. 1mf. L2 ED 266 087

University of South Alabama, Mobile.

Retrospective Conversion Manual: University Library Recon Project.
55p. 1mf. L1 ED 265 880

University of South Florida, Tampa. Coll. of Education.

Teacher Evaluation and Assessment Center. Report for 1984-1985.
111p. 2mf. L1 ED 266 089

University of South Florida, Tampa. Dept. of Physical Education.

Physical Education for the Handicapped.
75p. 1mf. L1 ED 265 718

University of Western Ontario, London.

University Benefits Survey. Part I (All Benefits Excluding Pensions).
159p. 2mf. L1 ED 265 805

University Benefits Survey. Part II (Pensions).
47p. 1mf. L1 ED 265 806

Vermont State Dept. of Education, Montpelier.

Dissemination Capacity Building Project. Final Report.
59p. 1mf. L1 ED 265 669

Virgin Islands Bureau of Libraries, Museums and Archaeological Services, St. Thomas.

Clear de Road. A Virgin Islands History Textbook.
209p. 3mf. L1 ED 266 055

Clear de Road: A Manual for Teachers to Accompany a Virgin Islands History Textbook of the Same Name on Virgin Islands History for Fourth Grade.
136p. 2mf. L1 ED 266 054

Virgin Islands Government Dept. of Education, Charlotte Amalie.

Clear de Road. A Virgin Islands History Textbook.
209p. 3mf. L1 ED 266 055

Clear de Road: A Manual for Teachers to Accompany a Virgin Islands History Textbook of the Same Name on Virgin Islands History for Fourth Grade.
136p. 2mf. L1 ED 266 054

Virginia State Dept. of Education, Richmond. Div. of Program Services.

Competency-Based Course Outlines for Business Education and Office Education: General Office, Secretarial, Word Processing, and Administrative Support Occupations. Revised.
433p. 5mf. L1 ED 265 376

Vrije Univ., Amsterdam (Netherlands).

Career Development and Satisfaction among Secondary School Teachers.
140p. 2mf. L1 ED 266 119

Washington School District, Phoenix, Ariz.

Oral Language Disorders Program. Language Is a Group Experience.
12p. 1mf. L1 ED 265 676

Washington State Council for Postsecondary Education, Olympia.

Profiles of Enrollments and Origin of Students at Washington Public Four-Year Institutions of Higher Education for Fall Term, 1983.
25p. 1mf. L1 ED 265 782

Washington Univ., Seattle. Child Development and Mental Retardation Center.

Model Preschool Outreach Project. Annual Report, 1981-1982.
54p. 1mf. L1 ED 265 682

Washington Univ., Seattle. Washington Research Organization.

Investigating the Problem of Skill Generalization. 3rd Edition. With Literature Reviews.
129p. 2mf. L1 ED 265 695

West Virginia State Dept. of Education, Charleston.

Research Based Program Development Model for Exceptional Learners.
29p. 1mf. L1 ED 265 673

West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.

Education of Behavior Disordered Students. Report of the West Virginia Task Force.
471p. 5mf. L1 ED 265 696

Westat, Inc., Rockville, MD.

Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Draft: Legal Issues and State Statutory Survey. Volume III.
256p. 3mf. L1 ED 265 965

Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Functioning of the Hearings. Volume IV. Final Volume.
233p. 3mf. L1 ED 265 966

Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. Structure and Operation of Dispositional Hearings in Selected States. Volume II.
339p. 4mf. L1 ED 265 964

Comparative Study of State Case Review Systems Phase II: Dispositional Hearings. National Survey. Volume I.
298p. 4mf. L1 ED 265 963

William and Flora Hewlett Foundation, Palo Alto, Calif.

Who Will Teach Our Children? A Strategy for Improving California's Schools. The Report of the California Commission on the Teaching Profession.
54p. 1mf. L1 ED 265 672

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

Profile and Evaluation of Women's Program (1983) and Impact of Project Turning Point (Displaced Homemakers Program--1979-1981). Volume XIV, No. 5.
74p. 1mf. L1 ED 265 913

Study of Academic Progress by Students at Harper after Enrolling in Developmental Courses, Volume 14, No. 9.
36p. 1mf. L1 ED 265 914

Wisconsin Center for Education Research, Madison.

Development of Teacher Perspectives: Final Report.
295p. 4mf. L1 ED 266 099

Wisconsin State Dept. of Health and Social Services, Madison.

Community Options Program: An Evaluation of Early Implementation Experience.
300p. 4mf. L1 ED 265 453

Community Options Program: An Evaluation of Program Operations during 1982 and 1983.
209p. 3mf. L1 ED 265 454

Wisconsin State Dept. of Public Instruction, Madison.

Africatown, U.S.A. Some Aspects of Folklife and Material Culture of an Historic Landscape.
38p. 1mf. L1 ED 266 217

Guide to Curriculum Planning: Purpose and Procedures. Bulletin No. 6095.
93p. 1mf. L1 ED 265 666

Star Spangled Summer: 1986 Wisconsin Summer Library Program Manual. Bulletin No. 6257.
229p. 3mf. L1 ED 265 500

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children and Pupil Services.

Visual Impairment Education in Wisconsin--Outreach Services. Bulletin No. 5376.
19p. 1mf. L1 ED 265 730

Wisconsin State Legislative Council, Madison.

Selected Programs in Other States Relating to Adolescent Pregnancy Prevention. Wisconsin Legislative Council Staff Information Memorandum 85-3.
20p. 1mf. L1 ED 265 466

Wisconsin Univ., Madison. African Studies Program.

Gikuyu ni Kioigire: A First Course in Kikuyu. 1: Wirute Gikuyu.
359p. 4mf. L1 ED 265 733

Gikuyu ni Kioigire: A First Course in Kikuyu. 2: Aria-i na Aagikuyu: An Introduction to Kikuyu Conversation.
331p. 4mf. L1 ED 265 734

Gikuyu ni Kioigire: A First Course in Kikuyu. 3: Essays, Texts, and Glossaries. Linguistic and Cultural Reference Materials.
492p. 6mf. L1 ED 265 735

World Rehabilitation Fund, Inc., New York, NY.

Life Transitions of Learning Disabled Adults: Perspectives from Several Countries. Monograph Number Thirty-Two.
68p. 1mf. L1 ED 265 722

More We Do Together: Adapting the Environment for Children with Disabilities. Monograph No. 31.
91p. 1mf. L1 ED 265 708

Yakima Valley Coll., Wash.

Speaking With Us.
59p. 1mf. L1 ED 265 744